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REPORT OF THE

COMMISSIONER OF EDUCATION OF PORTO RICO

1918

From the Report of the Governor of Porto Rico, 1918, pages 507-564, 313-316, and 342-343,
inclusive

BUREAU OF INSULAR AFFAIRS
WAR DEPARTMENT

Porto Rico. Dept. of education



WASHINGTON
GOVERNMENT PRINTING OFFICE
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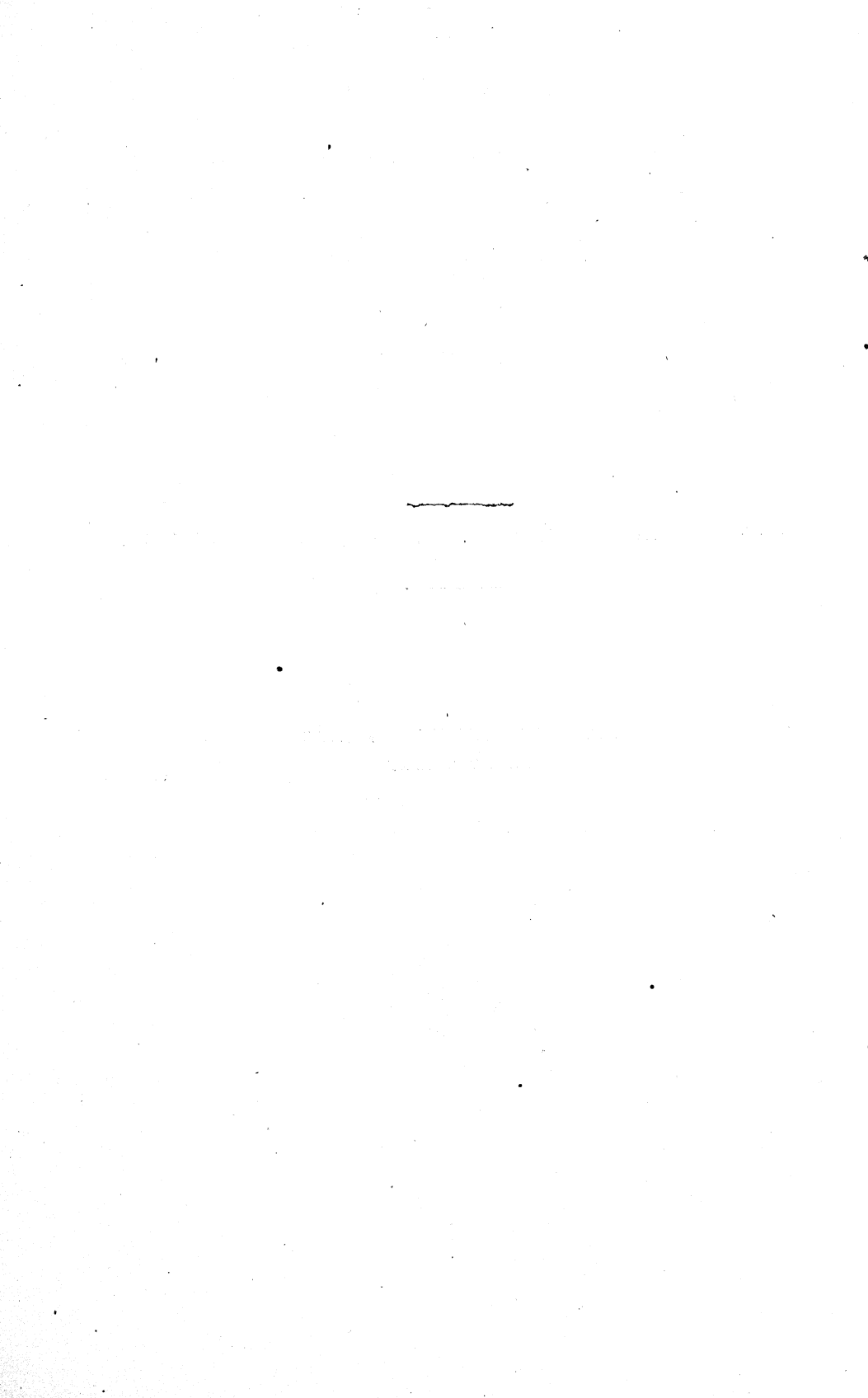
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APPENDIX VII.

REPORT OF THE COMMISSIONER OF EDUCATION.

OFFICE OF THE COMMISSIONER,
San Juan, P. R., August 20, 1918.

SIR: I have the honor to transmit herewith the eighteenth annual report of the department of education, covering the fiscal year ending June 30, 1918. Appended thereto are the reports of the president of the board of trustees of the University of Porto Rico and of the president of the board of trustees of the Carnegie Library.

Respectfully submitted.

PAUL G. MILLER,
Commissioner of Education.

The GOVERNOR OF PORTO RICO,
San Juan, P. R.

INTRODUCTORY SURVEY.

For a detailed exposition of the history, organization, administration, courses of study, and other general features of the public-school system of Porto Rico the reader is referred to the previous annual reports of the department of education and to the various departmental bulletins.

The work of the public schools has been greatly handicapped during the past year through conditions brought about by the world war. The department has lost many of its most efficient men, who went into the military service. Not only due to war conditions, but also to the prevailing low salaries paid, frequent changes in the teaching corps have taken place, with the resulting loss of efficiency. The rural teaching force alone underwent 730 changes, whereas in the city of San Juan there were no less than 110.

In spite of these obstacles, the work of the schools during the past year has been characterized particularly by the various activities carried on by supervisors, teachers, and pupils toward promoting the success of the United States and its allies in the world war. The war activities of the schools will ever stand out conspicuously as witnesses of the loyalty and patriotism of teachers, pupils, and other persons who cooperated with them. In this respect, the work of the past year may be justly counted as a year of achievement and accomplishment unparalleled before in the history of Porto Rico and to be surpassed only, perhaps, by the new duties which the responsibilities of the new school year may bring.

Special attention has been devoted to increasing the food supply. There have been established 1,312 rural school gardens, 83 urban school gardens, 5,548 urban home gardens, and 21,145 rural home gardens (Table XIV).

For the promotion of community and war propaganda there were organized 1,177 committees for the promotion of agriculture, which conducted, in addition to their own, 2,380 public meetings. There were also in existence 831 parent associations which held 1,297 public meetings. Teachers made 60,038 visits to rural homes, and in cooperation with the food commission there were conducted 2,157 rural conferences for enlightening the public on the issues of the war and the promotion of agriculture. During conservation week the schools conducted over 2,000 meetings and secured 122,826 pledge cards (Table XV).

The chapter school committee of the Porto Rico Chapter, American National Red Cross, effected local organizations of the junior Red Cross in every municipality, with a total membership of 68,013 and total cash contributions amounting to \$21,511.22. In response to a special appeal made by the commissioner, 2,587 teachers out of a total of 2,649 in the service at the close of the year made a special contribution to the second war fund, which, together with amounts given by the office staff of the department, the supervisory force, employees of the university and certain employees of school boards, amounted to \$6,665.89.

Porto Rico has an estimated population of 1,223,981, of whom 427,666 are of legal school age, i. e., between 5 and 18 years, and 215,819 of compulsory school age, i. e., between 8 and 14 years (Table V). The total enrollment in all public schools, excluding duplicates, was 142,846. Of these, 84,570 were enrolled in rural schools, 50,060

in elementary urban schools, 3,346 in secondary schools, 3,613 in night schools, and 1,257 in the University of Porto Rico. Of the 141,589 pupils enrolled in schools under the department, 80,063 were males and 61,526 females; 113,462 were white and 28,127 colored (Tables II and III). In addition to the pupils enrolled in public schools, 7,248 children attended private schools (Table VIII).

The total enrollment was 33.1 per cent of the total population of school age and 65.6 per cent of the population of compulsory school age; but of the population of compulsory school age only 51.6 per cent were enrolled (Table V).

The average number belonging in all schools was 115,689; the average daily attendance 106,441, or 92 per cent. Of the 141,589 pupils enrolled, 2.4 per cent were found in secondary schools, 35.3 per cent in elementary urban schools, 59.8 per cent in rural schools, and 2.5 per cent in night schools (Table III).

These pupils were taught by 2,715 teachers, of whom 909 are men and 1,806 are women; 174 are teachers from the United States proper and 2,541 are native Porto Ricans; of the total number, 2,230 are white and 485 are colored (Table II).

Of the elementary pupils, 62.7 per cent were promoted to the next higher grade, as against 60.1 per cent the preceding year. These figures are based upon the total enrollment. Using the average number belonging as a basis for calculating promotions, 81.8 per cent of the elementary urban pupils were promoted and 72.6 per cent of the rural pupils, giving an average of 76.2 per cent for all elementary schools (Table IV).

Eighth-grade diplomas were awarded to 2,035 pupils, and 418 high-school pupils received diplomas.¹

There were 42 new graded teachers added to the profession by means of licenses granted upon the basis of normal diplomas issued by the University of Porto Rico. Thirty rural licenses were granted to persons who had completed the special two-year course for rural teachers in the normal department of the University of Porto Rico, and 4 rural licenses were granted to persons who had obtained the diploma in agricultural science issued by the College of Agriculture and Mechanic Arts.

Summer schools for the training of rural teachers were held at Rio Piedras and Mayaguez, at the close of which 74 rural licenses were issued. Special examinations for the licensing of rural teachers were held also in October and November, resulting in the granting of 240 more rural licenses. This number, however, was not sufficient to supply the schools of the island, and it became necessary to issue 169 provisional licenses before the close of the year.

The schools of Porto Rico were conducted in 1,712 different school buildings, representing 2,845 different classrooms. Of these buildings, 540 are public property and 1,172 are rented; 316 are situated in urban centers and 1,396 in rural barrios. (Table VI.) As to their character, school buildings range from the straw-covered shack in remote rural barrios to thoroughly modern concrete structures in the larger towns and cities. During the past year 32 new sites for school buildings have been acquired, 5 in urban centers and 27 in rural barrios; 26 school buildings have been completed and 13 were begun and are in the course of construction.

The total assessed valuation of property is \$243,736,262, or \$199.01 per capita of population.²

The expenditure for educational purposes last year is \$1,594,855.43 from insular appropriation and other funds and \$730.947 from school-board funds, making a total of \$2,325,802.43.³ (Tables II, IX, X, XI, XII, and XIII.)

The total per capita expenditure per pupil is \$14.16 for elementary education and \$34.80 for secondary education. The per capita expenditure per inhabitant is \$1.93. (Table IX.)

During the past fiscal year 64,847 pieces of mail, or an average of 216 pieces per day, were received and dispatched by the department; 56,031 of these were letters and 8,816 packages.

SCHOOL ALLOTMENT—URBAN VERSUS RURAL SCHOOLS.

Of the 427,666 children of school age in Porto Rico, 337,856 live in the rural barrios. Of this number, 84,570, or 25 per cent, were enrolled in the rural schools during the past year, whereas of the 89,810 children of school age living in the urban centers 53,406, or 59 per cent, were attending school. This takes no account of a total of 3,613 enrolled in the night schools.

The above summary goes to show that in the urban centers over one-half of the population of school age is attending school, while in the rural districts this holds

¹ Includes the practice school, boys' and girls' charity schools, and university high school.

² As of Dec. 31, 1917.

³ Does not include charity and correctional schools.

true for but one-fourth of the population. In other words, in order to enroll the entire population of school age the number of urban schools would have to be multiplied by 2 and the number of rural schools by 4. Such an increase is totally out of the question for the present, in view of the economic status of the island. Furthermore, a close study of the question leads to the conclusion that a like increase would be wholly out of proportion to the actual needs. The fact that but one-fourth of the rural population of school age is at present enrolled in the rural schools by no means signifies that the remaining three-fourths are deprived of an opportunity to attend school. The reverse is nearer the truth. Probably no less than three-fourths of the rural population attend school for a limited number of years, while perhaps less than one-fourth fail to avail themselves of the opportunities that are at hand. Furthermore, the length of school attendance in the Tropics is necessarily less than in a northern climate. Not a few of our young men and women marry and assume family cares before they have attained the maximum school age. Any attempt, therefore, to enroll the total population of school age is, and will ever be, of impossible attainment in Porto Rico.

In regard to the disproportion between the urban and the rural population of school age actually enrolled in school, it must be recognized that it is far from being as great as appears at first sight. The following factors have to be taken into consideration:

1. Many of the well-to-do families residing in the country send their children to the town schools. In addition to this, a certain proportion of the rural school pupils enroll in the urban schools after they have completed the four-year course of the rural schools.

2. In all municipalities there is a large semiurban population which, in accordance with the island census, is counted with the rural population. Logically the children from these semiurban zones should be enrolled in rural schools. In practice, however, they invariably attend the urban schools.

Owing to the above reasons, the percentage of the rural school population actually enrolled in school is certainly much higher than is shown in our official records, and naturally the percentage for the urban population is correspondingly decreased.

3. A third and most vital consideration, which is generally lost sight of, is the difference in the relative length of the rural and urban courses of study and the bearing this necessarily has on the percentage of population to which an opportunity is given to attend school in each case. Rural school pupils should normally complete the four grades of the rural course of study in an equal number of years, whereas urban school pupils will normally need eight years to go through the eight grades of their course. A given number of rural schools can therefore provide a given number of pupils with the essential requirements of an elementary education, as embodied in the rural course of study, in one-half the time in which these same pupils could be put through the graded course of study. In other words, one rural school, within its limited scope, does for the rural community what it takes two graded schools to do for the town population. Carrying this reasoning to its logical conclusion, we are compelled to recognize that in the time required by 50 or 52 per cent of the urban population of school age to complete the eight-year course of the urban schools, two shifts of rural pupils, each consisting of approximately 27 per cent of the rural population of school age, will have found its way into the rural schools. Instead, therefore, of the relative per cents of the urban and rural population that we are able to provide with school facilities being 59 and 25, respectively, it is much closer to being 50 and 54 per cent. It is not possible to give exact figures. There are factors in each case which can not be subjected to mathematical precision. The proportion of urban pupils who go through the eight grades of the town schools is relatively small, and the same no doubt applies with equal strength in the case of rural school pupils. But the final, outstanding conclusion to the effect that as high a percentage of the rural population of school age is provided with an opportunity to attend school for a limited time as obtains in the case of the urban population is one that can not be questioned.

Official statistics to the contrary, it may be safely assumed that no country child, no matter how remote or isolated his residence, is at present deprived of an opportunity to secure the elements of an education in the rural schools, provided his parents are disposed to have him do so. Unfortunately, as much can not be said in the case of the urban population. The relative needs of the urban and rural populations have always been calculated on the figures given by the island census without regard to actual conditions, and the tendency, as a result, has invariably been to favor the rural population at the cost of the urban centers. This is shown by contrasting the appropriations for common schools in the budget of 1913-14 with that of the present budget.

	Budget.		Increase.
	1913-14	1917-18	
Total of urban teachers provided for	985	997	<i>Per cent.</i> 1.2
Total of rural teachers provided for	1,141	1,660	45.4

The results of this policy have been that whereas in many municipalities rural teachers are unable to fill their schools to their normal capacity in many of the urban centers, notably in such towns as San Juan, Ponce, Caguas, Bayamon, and Aguadilla, hundreds of children who clamor for admission at the opening of each school year have to be turned away. The absolute shortage of urban schools has been more especially felt of late years as a result of the city growth and the abolition of the double-enrollment plan.

RURAL EDUCATION.

The number of rural schools opened during the year was 1,440. This takes no account of the rural schools opened in the semiurban zone and in some of the urban centers, as these schools follow the graded course of study and are considered part of the urban school system. The withdrawal of teachers, both urban and rural, to go into military service and into other work, has been one of the most perplexing features of the year's work. An unusual number of graded and rural teachers resigned during the course of the year and as vacancies in the corps of graded teachers are generally filled by the promotions of rural teachers who hold the graded license, the rural schools were the ones particularly affected. A total of 730 changes took place in the rural schools. This means that approximately one-half of the rural schools have had more than one teacher during the year.

After the first month of the year the number of vacancies in the rural schools compelled the department to hold special examinations in all districts for candidates for the rural license. For admission to these examinations a minimum of two years' high-school work was required. A total of 238 new teachers were thus secured, but many of the successful candidates elected to continue their high-school studies and the supply of teachers was again exhausted by the middle of the year. By virtue of a special act of the legislature, approved February 19, 1918, the commissioner of education was empowered to grant provisional licenses without the requisite of an examination, and valid only until the end of the year, to such persons as in his opinion had the required qualifications to act as teachers. A total of 169 such licenses were issued during the last months of the year.

These numerous changes made the work of the supervisory force and of the department particularly difficult. To train a total of 730 new teachers, practically half the rural teaching force, to a satisfactory standard of efficiency is a problem to tax the industry, patience, and skill of the best supervisory force. The policy of the department, under such circumstances, has necessarily been to emphasize constructive supervision. Professional study and reading courses have been established, frequent teachers' meetings and demonstration classes have been held in all the districts and everywhere much of the supervisors' time has had to be devoted to the strengthening of this unduly large proportion of new rural teachers.

Out of 1,440 rural schools, 1,262, or 87 per cent, were on the double enrollment plan, i. e., they had one group of pupils, up to a maximum of 40, during the three hours of the morning session and another similar group in the afternoon for the same length of time. This arrangement allows the pupils to take their noonday meal at home and it also makes it possible for the older ones among them to help their parents at home and on the farm during part of the day. This is a very important consideration during the coffee picking season, from September to December, when the entire population of some of the districts, old and young, is employed in the coffee harvest. This double enrollment plan, while it has its serious disadvantages, insures a better enrollment and attendance.

The total number of pupils enrolled in the rural schools during the year is 84,570 and of this total 48,821, or 58 per cent, were promoted. This low percentage of promotion is largely accounted for by the frequent changes in the teaching force and the closing of many schools for want of teachers.

CONSOLIDATED RURAL SCHOOLS.

A familiarity with the rural school situation leads to the inevitable conclusion that the future need is for better schools rather than for more schools. The emphasis has to be placed on better buildings, better equipment, on a fuller and necessarily longer course of study, with special provisions for the teaching of home economics, and manual training, of agriculture, and other industrial subjects. This will demand better teachers and, as a logical accompaniment, higher salaries. The consolidated rural school brings together three, four, or more rural schools within one building or common center in contrast with the present isolated school plan wherein an underpaid, and often poorly prepared and immature teacher has to struggle alone as best he can with three, four, or more grades under his sole charge, and with a large enrollment on the half-day plan. Such consolidated rural schools should eventually become the community centers of their barrios, and rural libraries, noonday lunches for the underfed pupils, medical inspection, and entertainments are some of the community improvements that would be brought within the scope of practical, successful achievement.

The question is primarily one of financial resources to meet the need of better salaries and better buildings and equipment. Consolidated rural schools also presuppose a good system of rural roads. Above all, the many streams and rivers that swell into raging torrents at each rainy spell will have to be bridged so as to make it possible for the children of relatively large rural districts to gather together at a common school center. The problem, therefore, is not one of immediate solution, but a beginning has been made and a number of consolidated rural schools are already in operation. The opportunities in this line, for the present, are limited to the coast districts where better means of communication are available. In this direction rather than in the continued increase of the number of isolated rural schools lies the final solution of the problem of rural education for Porto Rico.

GRADED SCHOOLS.

The work of the graded schools has been carried on very much along the same general lines as in former years. The more important changes have been the following:

1. The teaching of English on a strictly oral basis, which last year was introduced in the first grade of the urban schools, has been extended to the second grade of the urban and to the second and third grades of the rural schools as well. In addition to the first grade manual in oral English, which was published last year, a manual for the second grade has now been put into the hands of all primary teachers. A third grade manual has also been under preparation and has been given a thorough preliminary test in some districts.

The shifting from reading to conversation as a medium for the teaching of English in the primary grades meets the needs of pupils and leads them along a natural and easy road to the stage where they are enabled to carry on the bulk of their studies in the English language, as is required of them in the intermediate and grammar grades. It brings the Porto Rican child in this one particular one step nearer to the level of the American child who hears and talks English four or five years before he is required to read it.

2. The policy of the department to provide pupils with books specially designed for them was further advanced last year by the introduction of a specially prepared textbook in arithmetic for the use of third and fourth grade pupils. The text is in Spanish. It supplements and carries forward the beginnings made last year when a special manual for the teaching of arithmetic in the first and second grades was prepared and issued to the teachers.

3. A special pamphlet on moral and civic training has also been prepared and issued. Formal instruction in this subject has now been made a brief but regular feature of the daily program of our schools. The need for something of this sort was realized a long time ago. The past history of the island, the limited experience of the people in self-government, the illiteracy which still prevails in the country districts and the relatively few agencies, outside of the public schools, making for the enlightenment and the upbuilding of the people along moral and social lines brought the need for such a course into plain evidence.

The improvement which has taken place in the primary grades as a result of the introduction of a better coordinated system of teaching such elementary subjects as Spanish, English, writing and arithmetic, in closer harmony with the needs and the life experience of Porto Rico children, has everywhere been a remarkable one. Better general results are evident and this appears in the percentage of promotions from these lower grades.

Per cent of promotions, urban schools.

	1914-15	1915-16	1916-17	1917-18	Increase over 1914-15.
First grade.....	45.9	48	65	64.3	18.4
Second grade.....	56.7	60	66	73.1	16.4
Third grade.....	60.8	64	65	72.3	11.5

Much of this improvement is the result of the introduction and use of specially prepared textbooks in which the standpoint of the Porto Rican child, his experience, and his needs are given due consideration. The department plans to extend gradually the policy of using specially prepared books and to exclude those which in no way provide for the special requirements of the Porto Rican child.

HIGH AND CONTINUATION SCHOOLS.

Secondary school work was carried on in 11 high and 26 continuation schools, not including the University High School at Rio Piedras nor the preparatory department of the College of Agriculture and Mechanic Arts, Mayaguez. In addition to the 11 regular four-year high schools, ninth grade work was taught in 26 and tenth grade work in 11 municipalities.

The total enrollment in secondary schools was 3,346, of which number 1,584 were boys and 1,732 were girls. These figures show an increase in the enrollment over that of any previous year, but a relative decrease in the number of boys enrolled as compared with the preceding year. The enrollment was distributed as follows: Twelfth grade, 382; eleventh grade, 601; tenth grade, 898; ninth grade, 1,465.

The total number of graduates from the 11 department high schools was 347; from the general courses, 310; from the commercial course, 37. The University of Porto Rico issued 71 secondary diplomas.

Difficulty in securing texts and supplies because of delays in transportation, the shifting of teachers because of vacancies brought about by war conditions, and the decrease of enrollment due to economic conditions made the year a trying one to teachers, principals, and supervisors.

Notwithstanding these things, the quality of work done was generally satisfactory and no cases of discipline of any kind marred the year's work.

The central high school at San Juan continued to occupy a building entirely unsuited for a school. Lack of teaching force and school-room capacity made it necessary to refuse admission to many applicants, and as a consequence ninth grades were organized at other schools centers in San Juan; but even by the organization of these extra ninth grades many ambitious young people could not secure admission.

WAR WORK OF THE SCHOOLS.

The all-pervading activity of the schools during the year was the work of teachers and pupils in connection with the world war. The complete mobilization of the life forces of the Nation and of its material resources for the successful prosecution of the war which had been effected throughout the United States had likewise been put into operation here. Porto Rico, which had but recently been granted the privilege of American citizenship, could not remain indifferent to the conflict in which the Nation had become involved.

THE FOOD QUESTION.

Although in its commercial relations with the mainland, Porto Rico during the fiscal year ending June 30, 1917, had a balance in its favor of \$27,000,000, largely as a result of its constantly growing exports of sugar, tobacco, and fruit, the exports under these three heads along totaling \$70,468,907, it nevertheless depended upon the United States for a very large proportion of its food supply.

The war brought into striking relief all the disadvantages and dangers of Porto Rico's dependence upon the distant markets of the United States for her daily food supply and the need of taking immediate measures to place herself on a relative basis of self-support. It is owing to this that the appeal of the United States Food Commissioner, to save food and to add to the sources of its supply, carried special weight in the case of Porto Rico. The appeal fell on soil already prepared. To the incentive of patriotism there was added the all-compelling force of the instinct of self-preservation.

COOPERATION WITH THE PORTO RICO FOOD COMMISSION.

In the matter of promoting the agricultural interests, the department worked in cooperation and harmony with the local food commission. A total of 35 supervisors of agriculture were employed during the year. Twenty-five of these were special agents of the food commission and were paid out of its special funds. The remaining 10 were paid out of the funds of the department. All of them, however, were in equally close relations with the department and all worked through and with the supervisors and teachers of the public schools for the improvement of the food situation. Teachers everywhere, those in the country districts especially, served as distributing agents for the pamphlets and circulars issued by the food commission. Rural teachers acted as the local representatives of the commission, collected the necessary information, and made regular reports about the food situation of their respective barrios.

FOOD CONSERVATION WEEK.

All the wheat flour consumed in Porto Rico, a total of 310,516 barrels for the fiscal year 1916-17, was imported from the United States. Wheat being the cornerstone of the national food conservation campaign, it behooved Porto Rico to do its share in the conservation of this food product. As wheat does not grow in the Tropics, Porto Rico could only help by limiting its consumption of white bread. A further appeal was made by the food commission for economy in the consumption of such other imported foodstuffs as were needed by the people of the allied countries. To bring about this result, an island-wide campaign of education and propaganda became necessary. A direct appeal had to be made to the patriotism and good will of every inhabitant. A large part of this work naturally devolved upon the rural schools.

During "Food conservation week," a campaign was conducted by public school teachers in every town and barrio of the island. The number of public meetings held during that week exceeded 2,000. Both urban and rural teachers made a house-to-house canvass to explain the meaning of the pledge card and to secure signatures. The following quotations from reports of two district supervisors give a better idea of the activities carried out.

The supervisor of Isabela states:

"During food conservation week, the pupils of the schools prepared posters with appropriate drawings and mottoes, and they posted them at street corners and along country roads. In addition to the civic parades, public meetings and home visits on the part of the teachers which marked the week, the housekeepers of the town met twice under the direction of the home economics teacher and were given practical demonstrations in regard to the intelligent and economical use of foodstuffs. Practical recipes were studied and illustrated. The home economics teacher also visited the barrios of the municipality and held meetings with the country housekeepers. The expenses connected with this campaign were paid by the local agricultural committee."

The supervisor of Caguas states:

"The parade organized in Caguas during food conservation week was one of the biggest ever held here. No less than 5,000 persons took part. Every public school pupil marched.

"In addition to the meetings held in the urban zone, 91 public meetings were held in the barrios of the district during that week. I have every reason to believe that the campaign would have been a failure, in the country districts especially, but for the enthusiastic and efficient cooperation of the schools. During the same week, a total of 1,823 homes were visited by the teachers for the purpose of explaining the food situation. A total of 4,808 pledge cards were signed."

Similar reports were received from every district supervisor. A grand total of 122,826 pledge cards were signed through the efforts of the schools.

AGRICULTURAL AND PATRIOTIC PROPAGANDA.

The following summary will tell in a few words the nature and extent of the campaign carried on by the schools.

Number of agricultural committees (comités de fomento escolar y agrícola) organized.....	1, 177
Number of public meetings held by these committees.....	2, 380
Number of parents' associations.....	831
Number of public meetings held by these associations.....	1, 297
Number of rural conferences.....	2, 157
Number of rural homes visited by teachers.....	60, 038
Number of school gardens.....	1, 395
Number of home or "ar gardens.....	26, 693
Total number of gardens established or promoted by the schools.....	28, 088

These thousands of home visits and public meetings have made a deep and lasting impression on the people. The gospel of food economy, of increased food production, of improved methods of cultivation, and the need of planting a greater variety of products has been preached to the remotest barrio of the island.

Patriotic propaganda has also been stressed. A campaign of education to explain the causes and the aims of the war, its relation to the people of the United States and of Porto Rico, the duty of every citizen to contribute to the successful outcome on the conflict in the fullest measure of his powers and resources, has been conducted from one corner of the island to the other.

WAR LITERATURE AND PATRIOTIC INSTRUCTION.

Teachers have found ample material for both their daily classes and for their conferences with the people of their respective communities in the literature that has been supplied them by the department and by the insular food commission. A number of pamphlets from various patriotic organizations in the United States were also secured and mailed to the teachers. In addition to this, the department purchased a full supply of the monthly bulletins issued by the Commissioner of Education of the United States, entitled "Lessons in community and national life," and incorporated these in the regular course of study in English and civics for all the upper grades of the common schools and for the continuation and high schools.

"Democracy to-day," a collection of President Wilson's principal war addresses, as well as speeches by other prominent statesmen, properly edited for class work, was used as a text in high school work. Spanish copies of "How the war came to America," published by the committee on public information, were distributed to all teachers and school board members, in order to enable them to become thoroughly posted on the issues on which the Nation entered the war.

The result has been that many of the teachers and not a few of the older pupils have become efficient propagandists, ready and able to take part in the molding of public opinion along patriotic lines.

AGRICULTURAL COMMITTEES.

In order to popularize the movement for food conservation and for increased food production, a local committee officially known as "Comité de Fomento Escolar y Agrícola" was formed in every barrio. Each was composed of five influential citizens, preferably farmers of the more intelligent and progressive class. These committees met periodically in the schoolhouse and planned their work in close cooperation with the rural teacher and with the agricultural agent of the district. Each committee held public meetings for purposes of propaganda among the inhabitants of the barrio. The local teacher and a number of prominent people from the nearby town took an active part in the meetings. The supervisor of schools and the agricultural agent of the district also took part whenever their other duties permitted. A total of 1,177 of these committees were organized during the year and they held a total of 2,380 public meetings.

PARENTS' ASSOCIATIONS.

The organization of parents' associations dates back three years. While a certain number of these associations were this year merged into the agricultural committees and in a way absorbed by them, many carried on their independent activities. There were a total of 831 such associations and they held a total of 1,297 public meetings. While the subjects discussed at these meetings had a special relation to the life of the school in its more limited educational or professional aspect, questions of general interest and especially those related to the world war did not fail to receive their due share of attention.

RURAL CONFERENCES.

In addition to the meetings held under the auspices of agricultural committees and parents' associations, all more or less local in character, conferences of a more general nature have been held under the immediate direction of the supervisors of schools in all the towns and main barrios. Special speakers were secured for these conferences, both the insular food commission and the department of education sending occasional representatives. The local municipal authorities and professional men and many public-spirited citizens throughout the island gave their services as speakers. At the close of the year the commissioner of education sent a personal letter of thanks and appreciation to each one of these men. A total of 2,157 of these general conferences were held during the year.

The enthusiasm aroused by this island-wide propaganda is evident. This is the first time in the history of Porto Rico that a campaign of education has been undertaken in behalf of the population at large. These meetings have served as popular forums in which questions of public interest have been brought to the attention of a people still illiterate in its majority, who can not be reached by means of the daily press or any other agency except direct contact. Porto Ricans have come to realize the meaning of the great war, their responsibilities, and the opportunity they have for demonstrating their loyalty to the Nation and to the cause for which it fights. The beginnings of an intelligent community life have been laid in the country districts; common needs and common dangers have united the people in a common effort. If these public meetings have rendered good service during war times, there is every reason to expect that they may render equally valuable service after peace has been restored.

The material results of the campaign, the extent to which wheat and other food articles have been saved, can not be exactly estimated, as statistics are not available. The success obtained in the way of increased food production, however, is most gratifying. Above all, the home-garden movement holds special promise for the future. The large farm and plantation owners have come to realize the need for a greater variety of products. They now plant large acreages to corn, beans, potatoes, onions, and yautias, whereas in the past they limited their activities to a few standard products, to cane, coffee, tobacco, and the like. Better methods of cultivation have been advocated, and their importance is better understood. Certain sections of the island not only raise enough vegetables for their own needs, but now produce a relative surplus for other markets.

Above all, the school-garden movement holds special promise for the future, as is indicated by the accomplishments of the past year. There were established 1,213 rural and 83 urban school gardens for instructional purposes. Only 103 rural schools did not have school gardens, generally for lack of land. The total acreage cultivated by schools for instructional purposes is 374. To the cursory reader this may appear to be a small amount, but one should consider that the total is greater than the amount of land cultivated for experimental purposes by the College of Agriculture and Mechanic Arts and the Federal and Insular Experiment Stations combined. The numerous school gardens scattered throughout all sections of Porto Rico offer the added advantage of dealing with all types of soils and climatic conditions to be found here, as well as being in close relation to the life and interests of the peasantry which can be reached only by direct contact.

The schools have fostered the establishment of a total of 26,693 home gardens, 5,548 in the urban zone and 21,145 in rural barrios, thus making a grand total of 28,088 gardens established or promoted by the schools. The name, whether war gardens, liberty gardens, or merely home gardens, as they are called in Porto Rico, makes little difference. The one outstanding fact is that they help Porto Rico to solve the food problem.

Twenty-five agricultural exhibits held in various towns toward the close of the school year have attracted deserved attention, both for the quality and for the quantity of the products exhibited. Some of these exhibits compare very favorably with those held in the United States.

A few quotations from the reports of the district supervisors are herewith given, so as to show more vividly the nature of the work that was accomplished.

The supervisor of the Toa Baja district reports:

"The work in agriculture in this district has been directed along practical lines. We have done our full share of preaching, but most of our efforts have been in the way of getting land from the large plantation owners for cultivation by the poor laborers. The use of the land was donated outright by the large proprietors, or it was given on the 'medianero' plan. We have inspected the home gardens, distributed seeds and seedlings, and helped and stimulated in every way open to us. Committees of school children visited the homes of the people and reported on the progress of home gardens. The small proprietor or laborer thus realized that he was working under the public eye, and the efforts he put forth and the results he accomplished were all the greater."

From the Isabela supervisor:

"All the rural and graded schools of this district maintain their school gardens. The only exception is the Isabela graded school, where it has been not possible to obtain a suitable plot of land. The pupils of this particular school, however, have prepared seed beds and have made it their object to supply the near-by 'home gardeners' with suitable seeds and seedlings. In the addition to the many home gardens in the district, there are 10 farmers who have large demonstration plots.

"A total of 45 agricultural conferences have been held in the barrios of Isabela. This work has been under the direction of the supervisor of agriculture, of the supervisor of schools, and of the members of the local agricultural committee. Many of the more influential farmers have given us their enthusiastic cooperation. Subcommittees held meetings of their own in the more distant barrios. The movement to establish cooperative societies among the country population originated in the barrios of Coto and Guaynabo, of Isabela.

"Five agricultural exhibits were held in the district during the year and visitors were given a practical, objective demonstration of the value of school and home gardens.

"There were 21 'junior agricultural committees' through the district. Their membership was made up of school pupils. These acted as the 'Boy Scouts' of the agricultural movement and rendered especially valuable service in collecting and distributing seeds, in distributing food campaign bulletins and literature, in posting cards and advertisements sent out by the insular food commission on the town walls and on trees along the country roads. We also had five women's committees, whose mission it was to visit the housekeepers and familiarize them with the details of the food campaign."

WORK IN HOME ECONOMICS.

The course of study in home economics, including both cooking and sewing, comprised four years of work, extending from the seventh through the tenth. This work was conducted in 42 municipalities.

A two weeks' summer school for teachers of home economics was held in August to study the new conditions and the new work for the ensuing school year.

Owing to changed living conditions due to the war, the course of study in practical cooking was changed entirely. Since it was feared that communication with the mainland might be cut off special bulletins were prepared to instruct students and their families in a diet that would make use of local food products. An effort was also made in these bulletins to increase local production of the necessary carbohydrates, proteids, and fats.

Recipes for the preparation of pie and bread were entirely omitted, quick breads and local substitutes taking their places. In all other recipes calling for wheat flour, starch extracted from native vegetables such as yautia and batata was substituted. A simple home process was explained whereby the large percentage of starch contained in these vegetables could easily be extracted. Children learned to make use of this starch for thickening sauces, soups, and gravies, the starch serving as an excellent substitute for flour and the cornstarch ordinarily used.

Lard and butter were omitted from all recipes and coconut fat, coconut milk, or coconut butter, substituted. Coconut fat was extracted and bottled in the classroom.

Frying as a process was eliminated and baking substituted.

In place of bread there were substituted laked or boiled yautia, laked or boiled batata, baked platanos, casabe, sorullos, arepas, gofio, hallacas, and cornbread. Slices of boiled yautia and boiled batata displaced bread in making sandwiches, for which as a filling peanut butter, shredded coconut, or a combination of these was used.

A study of local food possibilities was made with the following results:

Proteids.—A special campaign was started to promote the use of fish found in Porto Rican waters. The value of fish as a proteid was pointed out. New recipes for using fish were taught and attention was called to the old ones.

Although beans as a necessary food were grown extensively as a result of the food campaign, a propaganda was begun among the home economics students to grow beans, peas, gandules, and garbanzos in the home gardens.

Peanuts were planted in the school gardens by classes in home economics, seeds being sent out from the food commission. Seed peanuts were also distributed among the students for their home gardens. The purpose of growing peanuts was to secure a sufficient quantity for making peanut butter and for use in other recipes.

Emphasis was laid upon recipes teaching the cooking of garbanzos, peas, gandules, and frijoles, all of which rank high in proteid content, and their place in a balanced diet was discussed.

Carbohydrates.—As Porto Rico possesses a variety of food products rich in starch, such as yautia, batata, ñame, platanos, malanga, breadfruit, yuca, and potatoes, the use of these was emphasized. In order to prove to the community that starch is starch whether taken from grains or vegetables, that starch not derived from wheat furnishes as much nourishment as wheat starch, and that it can be used in all recipes calling for wheat flour with the exception of bread, collections of starch from native vege-

tables and seeds were made in all schools. Each class in home economics prepared an exhibit showing the comparative value of starch-bearing food products. The use of these starches as substitutes was taught in all recipes calling for flour and with very good success. The starch exhibit was shown to mothers' classes and explained to the public. At the University of Porto Rico a dryer was installed and excellent results obtained in the making of flour from yautía and ñatata.

Restrictions were placed on the use of sugar by eliminating candies and by encouraging the use of the abundant native fruits.

Twenty-four recipes dealing with the substitution of corn or corn meal for wheat flour were taught and were used widely in the homes. The use of corn meal from native corn was given much attention. Now it is used not only as a wheat flour substitute, but in all recipes calling for bread crumbs.

Fats.—Butter was not carried by local stores in small towns after November. It advanced in price to 45 cents a pound in the interior towns, a prohibitive price for poor people. Olive oil became so expensive that poor people could seldom buy it. On account of these conditions local fats were substituted in all recipes. Coconut fat was used in recipes for frying, and coconut milk was used in boiled and scalloped dishes, such as beans, rice, and garlancos. Grated coconut was often combined with scalloped vegetables. Coconut butter was used in place of olive oil with some vegetables, on bread and in sandwiches. This butter was churned from coconut milk, following the same process as that used with cow's milk. The use of aguacates, which are rich in fat, was encouraged. Cacao was utilized in the making of chocolate because of its fat content.

The uselessness and wastefulness of serving rice, bread, yautía, and platano at one meal was studied in order to eliminate waste. In short, the entire course in cooking was adapted to war needs.

While the students of home economics were taught a year ago the possible use of local food products in the event of a food shortage, the sinking of the *Carolina* brought home to the people the absolute practicality of such teaching and increased interest in both students and outsiders developed with very gratifying success. As the result of a year's teaching along these lines, the number of home gardens increased materially. In nearly every town every student of home economics had a garden. Gardens were planted and studied by girls as a war measure, so that women might learn to produce as well as to prepare food.

Cost tables were prepared for fruits, vegetables, and staple groceries, and each month the prevailing prices were entered so that every student might be conversant with existing prices as well as the amount prices increased. Such tables served to teach students when fruits and vegetables are most plentiful and therefore cheapest, so that they received some impressive lessons in when and what to buy.

Through the home economics department, a bulletin board was maintained for the benefit of the whole school, on which bulletins and posters of the food commission were displayed. In many instances a second bulletin board was placed in front of the building for the benefit of the public. These posters and bulletins were studied first by the home economics classes and then passed on for the benefit of the rest of the school.

An exhibit of the year's work was held in each town at the close of school. Collections of starch, wheat-bread substitutes, industrial cards, and sewing work were shown. Laundering utensils, the proper setting of a table and invalid trays were often included. The care and feeding of infants was featured by means of a doll dressed as a baby, showing clothing, feeding bottle, and bed.

EXTENSION WORK IN HOME ECONOMICS.

Mothers' classes taught in Spanish were given by Porto Rican teachers of home economics once a week. These classes covered a period of two hours. The use of wheat substitutes and war-time menus was studied. These classes varied in size from 10 to 80 persons. In small classes, actual cooking was done; in larger ones, demonstration lectures were given.

Neighborhood evenings were held once a month in the home economics rooms, at which meetings subjects relating to home and community life as affected by the war were discussed. Men, women, and older students attended these meetings, which usually were crowded.

Extension work by the teachers of home economics was carried on in some of the rural districts by means of lectures and demonstrations. An oven made from a 5-gallon oil can was shown. This was done to promote baking and to decrease frying. Bread substitutes were taught and gardening was encouraged at these meetings.

SEWING.

Sewing classes studied the change produced in the clothing problem by war. Clothing conservation was taught, as well as the purchase of durable clothing and the elimination of unessentials, such as laces, ribbons, dress trimmings, and jewelry.

All fourth-year classes made pajamas for the Red Cross. The classes at the university alone furnished 200 suits of pajamas. In addition to the regular course of study there were made as refugee garments 50 nightgales and 50 small petticoats.

The change made in the course of study in the past year has paved the way for still greater adaptation to war conditions. The practice secured will make it possible to do much work in refugee garments, while the hospital garments will continue to be made as long as money and materials are available.

WORK IN MANUAL ARTS.

The work in manual arts for the past year has been badly handicapped because of the entrance of more than one-half of the teaching force into the service of the United States as either officers or soldiers. The other half has left in a restless condition, but, in spite of this fact, the year's work as outlined was completed and many problems suitable for use by the Red Cross and the Y. M. C. A. were worked out. These problems included knitting needles, food driers, beds, tables, bed supports, checker boards, and folding chairs. The latter are especially appreciated by the men at Camp Las Casas. The manual-arts classes in every town where this subject was taught made bulletin boards for the posters of the United States Food Commission. All this work was done in addition to the regular repair work, class work, and community work done by the pupils.

While it was impossible to hold the annual exhibition on account of adverse war conditions and the changes in the teaching staff, it did not prevent any town from holding a local exhibit. Some of these exhibits, such as those in Ponce and Mayaguez, attracted the favorable attention of the local press, school boards, and the public in general.

The introduction of textbooks in manual arts in those towns where the books arrived on time helped in the success of the work. One thing that is still badly needed is a teachers' handbook, such as is used in the Philippines. Material for such a book has been contributed by the Porto Rico School Review, under the heading of "Teaching Manual Arts in Porto Rico."

In order to fill the many vacancies in the manual arts teaching force, caused by war conditions, a summer session was held at the College of Agriculture and Mechanic Arts for high-school graduates who had done exceptional work in this subject and who were especially recommended by the respective supervisors of schools. The results of this summer school were gratifying, though most of the candidates were necessarily young, the average age being 21 years. Enough candidates were obtained to fill all vacancies. A great help to the successful completion of the year's work was the requisitioning of all material used before the beginning of the school year.

JUNIOR RED CROSS DRIVE.

The commissioner of education, together with Dr. José Gómez Brioso, president of the school board of San Juan, and Miss Grace J. Ferguson, supervisor of home economics, were designated as the chapter school committee of the Porto Rico Chapter of the American National Red Cross for the purpose of organizing and carrying out the junior Red Cross drive. In every municipality there was appointed a local committee of three members consisting, as a rule, of the supervisor of schools or the acting principal, the president of the school board, and a teacher, usually the teacher of home economics.

Owing to the fact that the public schools were engaged in one kind or another of war work since the outbreak of the war, the committee delayed organizing the junior Red Cross membership and financial campaign until the early part of the month of May. Beginning Monday, May 6, patriotic exercises for school children were held in all municipalities in accordance with a prescribed program sent out from the department. Tuesday was devoted to the study of "How the Red Cross Began"; Wednesday to "The Red Cross in Peace"; Thursday to "The Red Cross in War"; Friday to "How I Can Help." Saturday, May 11, was set aside for school festivals for the purpose of raising money.

Teachers and children, aided by a generous public, responded loyally and patriotically to the efforts of the chapter school committee and local committees. These efforts were handicapped by the nonarrival of Red Cross buttons and a meager supply of campaign literature. Although the results may not compare favorably with those

attained in the United States, they are considered exceptionally good when one bears in mind the high degree of poverty prevailing in many parts of Porto Rico and also the fact that no special effort was made to carry the campaign to rural schools, which have done heroic work in the matter of increasing the food supply.

In the list of members the Ponce district stands first with 7,551, including all children enrolled in urban and rural schools. San Juan holds first rank as to total cash raised, \$3,112.77. The largest amount in proportion to population and wealth was contributed by Barceloneta, \$665.77. The largest contribution from a single school came from the central grammar school of San Juan, namely, \$644. The best record for the amount of money contributed per pupil is held by a private school, the Colegio Arecibeño de Ninas, with a membership of 39 and a contribution of \$75.50. Of private schools, the Liceo Ponceño, with a membership of 154, made the largest contribution, \$166.70.

The boys' and girls' charity schools, Santurce, enrolled all of their pupils and sent liberal contributions.

In 52 municipalities all the urban-school pupils were enrolled as members of the junior Red Cross, and in 11 municipalities, namely, San Juan, Ponce, Arecibo, Fajardo, Guayama, Gurabo, Hatillo, Juncos, Patillas, Barceloneta and Camuy, all pupils, both urban and rural, were so enrolled.

Following is a detailed statement of membership and cash contributions by municipalities and a separate statement for special and private schools.

Town.	Members.	Cash.	Town.	Members.	Cash.
Adjuntas.....	625	\$202.36	Naguabo.....	648	\$162.00
Aguaíada.....	179	52.25	Naranjito.....	189	126.34
Aguaadilla.....	1,095	273.75	Patillas.....	1,106	293.00
Aguas Buenas.....	218	69.00	Peñuelas.....	398	112.00
Aibonito.....	380	100.00	Ponce.....	7,551	2,006.74
Añasco.....	412	130.57	Quebradillas.....	425	121.25
Arecibo.....	4,388	1,097.09	Rincon.....	300	92.38
Arroyo.....	497	280.76	Rio Grande.....	409	103.34
Barceloneta.....	626	665.77	Rio Piedras.....	854	213.50
Barranquitas.....	162	50.50	Sabana Grande.....	545	206.25
Barros.....	238	93.50	Salinas.....	731	182.75
Bavamon.....	986	490.27	San German.....	739	277.36
Cabo Rojo.....	589	147.58	Santa Isabel.....	350	87.25
Caguas.....	2,141	535.28	San Juan.....	5,959	3,112.77
Camuy.....	1,347	452.33	San Lorenzo.....	561	197.70
Carolina.....	845	242.24	San Sebastian.....	856	274.38
Cavey.....	1,297	324.45	Toa Alta.....	299	82.75
Celba.....	216	51.35	Toa Baja.....	461	115.45
Ciales.....	600	149.81	Trujillo Alto.....	162	45.00
Cidra.....	266	139.50	Utuado.....	1,608	408.82
Coamo.....	420	104.56	Vega Alta.....	298	52.00
Comerio.....	540	148.32	Vega Baja.....	848	180.00
Corozal.....	272	68.00	Villalba.....	38	71.59
Culebra.....	80	29.93	Yauco.....	1,702	412.09
Dorado.....	200	50.00	Special schools:		
Fajardo.....	1,400	500.00	College of Agriculture, Mayaguez.....	157	65.00
Guainabo.....	57	56.60	University of Porto Rico, Rio Piedras.....	93	23.25
Guaniá.....	680	170.00	Practice school, Rio Piedras.....	272	85.67
Guayama.....	2,567	780.26	Boys' Charity School, Santurce.....	275	104.00
Guayanilla.....	875	200.00	Girls' Charity School, Santurce.....	175	47.69
Gurabo.....	1,069	267.25	Private schools:		
Hatillo.....	1,247	198.19	Academia Católica.....	80	20.00
Hormigueros.....	130	32.50	St. Thomas Aquinas.....	60	15.00
Humaoa.....	1,916	479.30	Robinson Orranage.....	46	21.00
Isabela.....	464	116.19	Colegio de la Inmaculada.....	26	6.50
Jabuya.....	263	65.25	Our Lady of the Rosary.....	57	15.05
Vieques.....	693	172.72	Colegio Católico, Arecibo.....	268	67.00
Yabucoa.....	1,300	325.00	Colegio Católico, Caguas.....	262	107.00
Juana Diaz.....	500	132.01	Instituto José de Diego.....	61	27.50
Juncos.....	1,200	303.00	St. John's School.....	56	60.75
Las.....	200	50.00	Colegio Puertorriqueño de Niñas.....	125	30.50
Lares.....	507	156.75	Liceo Ponceño.....	134	166.70
Las Marias.....	178	53.00	Methodist Episcopal Mission School, Aibonito.....	50	17.50
Las Piedras.....	474	118.50	Mooze's Academy.....	91	88.05
Lolita.....	244	166.51	E. L. Thompson.....	.....	5.00
Luquillo.....	274	68.50	Total.....	68,013	21,501.22
Manati.....	861	202.43			
Maricao.....	286	140.50			
Maunabo.....	186	96.00			
Mayaguez.....	2,107	626.75			
Moca.....	189	47.33			
Morovis.....	213	65.14			

AMERICAN RED CROSS.

In addition to the activities in behalf of the junior Red Cross, many teachers have aided in the work of the Porto Rico Chapter of the American Red Cross, whenever it had local organizations.

During the second war-fund drive an effort was made to have all employees of the insular government give one day's pay as a special contribution to this fund. An appeal was sent to supervisors and teachers by the commissioner, urging them to make one more sacrifice in addition to those already made. In spite of the fact that one day's pay for teachers really represented two days' pay for the reason that they are paid only for 180 days, and in spite of the fact that this contribution was made from the last check sent them before vacation, they responded generously and patriotically. Of 2,649 teachers in the service at the close of the year, 2,587 made this special contribution.

The office staff of the department of education, the supervisory force and employees of the university, and the teachers of the public schools gave a total of \$6,611.48 as a special additional contribution to the second war fund.

LIBERTY LOAN CAMPAIGNS.

The schools have taken an active part in the Liberty Loan campaigns for promoting the sale of Liberty bonds. They have participated in all the civic parades organized for this purpose, and in a few towns the propaganda for the sale of bonds was directly in the hands of teachers and school boards, who conducted public meetings in which the schools participated. A total of 705 Liberty bonds were bought: By the office and supervisory force, 104; by teachers, 522; by schools, 79. Good records for the purchase of Liberty bonds were made by the supervisors and teachers of the Fajardo, Ponce, and Yauco districts.

SCHOOL MEN IN MILITARY SERVICE.

During the past year the department of education and the University of Porto Rico have lost many of their best men by their entering the military service. Not all of these men were necessarily of military age. A number who were over age entered training camps for reserve officers, receiving commissions upon graduation. Not only have these men been given up gladly with such leave of absence as the demands of the service permitted, but able-bodied supervisors and teachers were urged to enter training camps for reserve officers, in order to assist the military authorities in securing men of education and personal qualities of leadership as officers for the Porto Rican contingent.

Since the United States entered the war and up to the writing of this report, 233 men have entered the military service. Of this number, 10 were supervisors of schools; 4 instructors in the university; 7 instructors in the College of Agriculture and Mechanic Arts; 5 school board members; 2 administrative officers in the university; 4 high-school principals; 10 teachers of high school academic subjects; 18 manual training teachers; 14 teachers of English; 2 special teachers of agriculture; 48 English graded teachers, and 109 rural teachers.

Of the aforementioned number, 3 now hold commissions as captains, 10 as first lieutenants, 62 as second lieutenants, 147 are noncommissioned officers or privates, 2 are in the Aviation Service, 1 in the medical service, 1 in the Navy, 1 deceased, 2 on special duty, and in the case of 4, their present rank and location are unknown.

To the above number should be added 63 students of high and continuation schools, of whom 4 have received commissions as first lieutenants and 16 as second lieutenants. The remaining 43 are privates.

NATIVE INDUSTRIES.

In addition to the courses in home economics and manual training which have become a regular part of the urban course of study, plain sewing for girl pupils was taught in the urban schools of 27 municipalities and in certain rural schools of 60 other municipalities. While in the greater number of rural schools both boys and girls were required to do garden work, in quite a few there were not enough implements nor sufficient land available to employ both sexes and in all such cases the girls spent one full period each day in sewing while the boys were at work in the garden. In very many instances women teachers devoted an hour after the close of the regular daily session to the teaching of sewing, embroidery, and lacework. No additional pay was received for this work.

The teaching of native industries in the schools is a question of momentous importance in connection with the future welfare of the people. In many of the interior districts there is an absolute lack of gainful occupations during the greater part of the year. In certain sections no opportunity is ever offered to the poorer people, to the women especially, to earn a little money wherewith to buy some of the necessities of life. The teaching of these industries can not, however, be undertaken in a general and systematic way until such time as the legislature finds it possible to provide special funds for the work. The need of expert supervisors and teachers is especially necessary. This need has been recognized by a number of school boards. Special instructors in hat making, sewing, and embroidery have been employed by some of the boards with good results. But very few of them have funds available for this purpose. An additional preliminary step that has to be taken is to increase the available supply of raw materials. In certain sections the hat palm and textile plants are plentiful. In other sections, however, they are not to be had. In a number of towns where plans were made during the year for instruction in hat making they had to be abandoned owing to the difficulty in securing raw materials. It will therefore be necessary to carry out a systematic campaign for the cultivation of palm and textile plants on a wider scale before a number of native industries can become generalized.

School boards, supervisors, and teachers have been urged to go ahead in this matter independently. The importance of the step is not, however, as yet generally recognized. In but 37 of the municipalities have any efforts been made in this direction. In 38 municipalities absolutely nothing has been done. It is gratifying none the less to report on the results already accomplished in approximately one-half of the districts.

Many of the products of the pupils' industry have found a ready market in the island. In order to command a market in the United States, however, these products will have to be standardized. This department realizes that this is a field to which increased attention will have to be given in coming years, as soon as the legislature makes the necessary funds available.

The following summary shows the nature and extent of the work that is being done:

Kind of industry.	Number of municipalities in which it is being taught.
1. Straw hats	11
2. Basket making	26
3. Rope making	8
4. Hammocks	4
5. Mats and carpets	8
6. Straw handbags	2
7. Picture frames	1
8. Brooms	4
9. Bead curtains	6
10. Palm-leaf fans	3
11. Wooden toys	1
12. Hignera spoons and kitchen utensils	1
13. Fish traps	1
14. Lace	5
15. Drawn work	4
16. Embroidery	3

SCHOOL LIBRARIES.

Urban school libraries are maintained in 62 municipalities. They report a total of 32,950 volumes, an average of 530 per library. Unfortunately, many of the books which were acquired or donated in years past are not in the least adapted to the needs and interests of school children. Since the department issued an official library guide, however, with the added regulation that all books purchased from school-board funds should be selected from the guide, these libraries are gradually assuming a character and an appearance more in harmony with their purpose. A total of 2,435 new books have been bought for the town libraries during the year at a total cost of \$1,218.55. A considerable number of books have also been donated.

Thirty-four municipalities report the maintenance of rural school libraries. The total number of books is 5,097, an average of 150 books per municipality. Of these, 1,137 have been bought during the year and are of a nature that will meet the needs of rural pupils.

Efforts to establish rural school libraries in the past have invariably fallen short of expectations. The well-meant, but sporadic, efforts of individual teachers and supervisors have failed, owing to lack of sufficient funds for the purchase of books and equipment, to the difficulties of transportation, and to the scarcity of appropriate books in the Spanish language to interest country readers. Furthermore, the long prevailing practice of building up these libraries out of discarded textbooks, generally in English, a language with which the country population is not familiar, has unfavorably reacted on the interest of school boards and teachers.

SCHOOL LUNCHES.

The movement to provide poor school children with noonday lunches started some years ago through the initiative of individual teachers and the cooperation of public-spirited men and women. The movement has grown to encouraging proportions, although it is still wholly supported by private funds. While it has not been possible to devote any public money to this work, the department is in entire sympathy with it, and it has done what it could to encourage and to further extend it. A law was enacted by the legislature at its last session to appropriate public funds for the extension of the school lunch movement. Unfortunately the scarcity of funds available for school purposes will nullify the good wishes of the legislature for the present, as other needs of the schools, of an even more imperative nature, will have to be given preferent attention.

Wherever it has thus far been possible to provide poor children with noonday lunches the results have been most satisfactory. Supervisors and teachers report a better attendance and a higher grade of individual work. The "comedor escolar" insures the undernourished child at least one fairly well balanced meal every school day.

In one school district a rural school provides noonday meals for its poor pupils. It is to be hoped that this movement will be given special attention in the country districts in conjunction with the vegetable gardens which are being maintained in almost all the country schools. In well-nigh all the barrios there are parents' associations, and these will be found more than willing to cooperate with the teachers in this important work.

The following summary shows the extent of the movement in the island schools. The relatively low average cost per meal in many towns is explained by the fact that merchants and private individuals often make large donations in foodstuffs and equipment as well as in money. In many instances teachers have been able to pay a large proportion of the cost themselves, through various activities of theirs. In the town of Lares, for instance, the principal of the schools leased the town theater and ran a moving-picture show throughout the year for the exclusive purpose of providing funds for the lunches. This accounts for the fact that the Lares teachers were able to feed on the average 50 pupils each day at a cost to the community of less than 1 cent per pupil per day.

Town.	When organized.	Number of days lunches were served.	Average number of pupils fed each day.	Total cost.	Cost per pupil per day (cents).	Cash balance on hand June 30, 1918.
San Juan	October, 1916	156	176	\$1,729.00	6.2	\$634.00
Humacao	do.	174	52	425.00	4.7	15.00
Yabucoa	September, 1915	161	60	386.40	4	75.00
Juncos	October, 1916	145	75	500.00	4.5	27.79
Caguas	January, 1917	157	71	585.10	5.6	1,100.00
San Lorenzo	do.	160	30	240.00	5	.....
Guayama	January, 1918	75	125	500.00	5.9	250.00
Ponce	October, 1916	149	25	268.20	8.1	40.00
Guayanilla	September, 1917	150	25	75.00	2	.....
Peñuelas	do.	178	30	180.00	3.2	.....
San German	April, 1916	160	80	490.00	3.7	168.99
Rincon	January, 1917	155	25	174.95	4.5	.....
Aguada	do.	99	15	80.00	5.3	10.00
Lares	February, 1917	161	50	50.00	.6	34.55
San Sebastian	November, 1916	154	45	243.58	3.5	.....
Arecibo	March, 1917	142	80	568.00	5	100.00
Manati	October, 1912	170	10	.....	.....	.....
Toa Baja	January, 1918	79	15	59.25	5.4	.....
Bayamon	November, 1917	90	20	57.95	3.2	.....
.....	.....	.....	1,009	6,602.43	6.5	2,455.33

SCHOOL BANDS.

Instrumental music plays an important part in the social life of the people. With counted exceptions every town has its band which plays at all public exercises and gives regular concerts on the plaza. Musicians are therefore in demand, and anyone able to play an instrument finds a ready opportunity to earn some extra money. Many of our pupils have been able to support themselves through school as a result of their musical ability. This will in part explain the very prevalent wish on the part of school boards and of the people in general for the establishment of school bands. In addition to the opportunities it affords pupils to earn money, the movement has, of course, distinct educational value.

The following summary gives the present status in regard to school bands:

Towns having duly organized school bands.....	24
Total number of instruments.....	562
Average per town.....	23
Total number of pupils who received instruction.....	799
Average per town.....	33
Total amount paid for instructors' salaries.....	\$7,173.00
Maximum monthly salary of instructors.....	\$60.00
Minimum monthly salary.....	\$15.00
Average salary.....	\$33.21
Amount spent for materials during the year.....	\$463.25

The number of hours of instruction per week varies from 5 to 20. The average for the island is 9.

The following school bands have been especially successful and all of them give regular concerts on the plaza on Sundays and holidays: Comerio, Santa Isabel, Cabo Rojo, Ponce, Salinas, Juana Diaz, Maricao, and Vega Alta.

Only three of the bands are uniformed: Comerio, Ponce, and San Juan.

The principal difficulty is the restricted amount of funds available for equipment and for instructors' salaries and, also, the lack of competent instructors. For the above reasons a number of towns have had to discontinue their school bands.

DEPARTMENT PUBLICATIONS.

The department issued 96 circular letters dealing with administrative matters. The following bulletins have been published during the year:

The Course of Study in Moral and Civic Training, Volumes I and II, by Susan D. Huntington. (Vol. I in Spanish and Vol. II in English.)

Course of Study in Manual Arts, by Frank S. Pugh.

Teachers' Manual for Second Grade Oral English, by Joseph C. Morin.

Bulletin of General Information on Positions Open to American Teachers.

The Porto Rico School Review, published under the auspices of the department of education and the Porto Rico Teachers' Association, was issued monthly during the school year and replaces to a large extent the bulletins heretofore issued in pamphlet form. The Review has developed into a standard professional magazine and serves as a forum for discussion and as a medium for informing the teaching force of matters of educational importance.

TEACHERS' MEETINGS AND INSTITUTES.

In view of the relatively large proportion of new teachers who have come into the service during the past year, due to the increase in the number of schools and due also to the fact that many of the more experienced teachers left school work as a result of war conditions, supervisors have everywhere been called upon to take special measures tending to meet this situation. This has called for more frequent and longer visits on the part of the supervisors and everywhere much added importance has been given to such upbuilding factors as teachers' meetings and demonstration classes.

Of teachers' meetings a total of 327 are reported to have been held during the year. This does not include the very many grade or group meetings which have been held at stated intervals in practically all districts. Of these 327 meetings, an average of 7 per district, 166 were graded teachers' meetings, 87 were for the special benefit of rural teachers, and 74 were general district meetings.

The following subjects are illustrative of the practical nature of the themes discussed:

Purpose and value of seat work.

Types of seat work.

Teaching of English and Spanish in the primary grades.

English pronunciation.

Moral and civic training.

Securing the cooperation of parents.

The hour plan.

Teaching children how to study.

Socializing the recitation.

Motivation of school work.

Activities connected with the war received their full share of attention. Food conservation and extension of the food supply, school gardens, the American Red Cross, the junior Red Cross, Liberty bond campaigns, and War Savings Stamps were common topics of discussion and in all the districts special meetings were devoted to these subjects.

Series of practice or demonstration classes have been held in many of the districts for the special benefit of weak or inexperienced teachers. Another practice which has been followed to a much greater extent than in the past has been that of allowing weak teachers a visiting day. In many instances teachers have shown a readiness to undergo the expense and trouble of visiting some of the larger educational centers, away from their respective towns, to observe the work of the more successful teachers and to familiarize themselves with certain experiments that were being conducted in educational lines.

One general teachers' institute was held at Aibonito on January 30 and February 1 and 2. This institute was attended by the teachers of five municipalities: Aibonito, Barranquitas, Cayey, Cidra, and Coamo. Other institutes somewhat more local in character were held at Fajardo, Manati, and Maricao. At all of these meetings representatives from the department assisted the local supervisors. The nature of the meetings was constructive rather than corrective, as has been the practice in the past. Demonstration classes were given and certain subjects of the course of study received definite attention.

No funds were available for the payment of expenses connected with these institutes until the middle of the year, and after they were secured the many duties connected with war activities made it necessary to discontinue them.

PROFESSIONAL READING COURSES.

An organized effort has been made during the past three years to raise the professional standard of the teachers by providing them with a number of books which contained the best and latest ideas available on educational questions.

Reports received from supervisors all point to the unquestionable improvement which has been brought about in the general attitude and the efficiency of teachers as a result of these reading courses. During the year just closed no insular funds have been available for the purchase of professional books. An appeal was therefore made to teachers to purchase the books indicated for the year's reading course out of their own funds. They responded readily. The books thus purchased will be available for reference during succeeding years and every teacher will thus have the nucleus of an individual professional library to which, it is hoped, each will add as his means will permit.

The books recommended for the year's reading course were as follows:

1. For rural teachers: Social Problems in Porto Rico, Fleagle Jean Mitchell's School.
2. For urban teachers from the first to the fourth grade: Motivation of School Work, Wilson and Wilson; A Schoolmaster of a Great City, Patri.
3. For urban teachers from the fifth to the eighth grade: Motivation of School Work, Wilson and Wilson; Education for Character, Sharp.
4. For high and continuation school teachers: Supervised Study, Hall-Quest; Education for Character, Sharp.
5. For school supervisors: Teaching Elementary School Subjects, Rapeer.

Unfortunately, owing to the unsettled shipping conditions the books did not arrive until late in the year and the prescribed reading course could not be completed in accordance with our schedule. These same books will therefore be studied and completed next year.

Numerous school boards have come to realize the needs of their teachers in the way of further professional study and preparation and they are now cooperating with the department by making provision in their annual budget for the purchase of professional books and magazines for the use of their teachers.

A small but constantly growing collection of professional books is now found in the office of every district supervisor. Standard professional magazines, such as Normal Instructor and Primary Plans, the Porto Rico School Review, Primary Education, and the Elementary School Journal have large numbers of subscribers among the teachers.

The readiness of teachers to make pecuniary sacrifices and their willingness to fall in with any suggestions tending to their professional improvement is a decidedly encouraging feature.

RATING OF TEACHERS.

At the close of the school year all the teachers in the active service in the schools of the island were classified according to efficiency of service, a modified form of the Boyce score card being used. Classifications range from E, the highest, to P, the lowest. The latter classification results in the cancellation of the teachers' license and his removal from service.

The following is a summary of the classifications made:

Classification.	Urban teachers.	Rural teachers.	Total.
E.....	215	31	246
G.....	825	1,077	1,912
F.....	67	414	481
P.....	2	8	10
	1,119	1,530	2,649

LEGISLATION.

During the first session of the Ninth Legislature of Porto Rico and during the special session of the Ninth Legislature of Porto Rico, the following bills affecting public instruction were enacted into laws:

1. An act to authorize school boards to pay the salaries of special teachers in schools of a technical character.

2. An act to provide text books for certain students in the high schools of Porto Rico.

3. An act to regulate the granting of life certificates to the teachers of Porto Rico, and for other purposes.

4. An act to create a pension fund for the teachers of Porto Rico, and for other purposes.

5. An act fixing the school year and salaries of school-teachers. The school year is extended to 10 months, divided into two semesters of 5 months each. The salary of graded teachers is fixed at \$60 and of rural teachers at \$40 per month.

6. An act to protect and extend school lunch rooms to all public schools.

7. A joint resolution directing the commissioner of education to allot additional teachers to certain municipalities; appropriating funds to pay their salaries, and for other purposes.

8. A joint resolution providing for the assignment of the charity schools of Santurce to the department of health.

9. An act to authorize the commissioner of education to issue temporary licenses to certain persons. The purpose of this act is to meet the shortage of regularly licensed teachers, due to the war situation.

10. An act to authorize the issuance of bonds of the people of Porto Rico to the amount of \$300,000 to provide funds for and to authorize the construction and equipment of a high-school building in the city of San Juan, the completion of the high school in the city of Ponce, and for other purposes.

11. A number of brief laws were also passed, making provision for the construction of school buildings in Barceloneta, Ceiba, Isabela, Naranjito, San German, San Sebastian, and Villalba, and for the enlargement, repair and completion of school buildings in Barros, Comerio, and Luquillo.

RULES AND REGULATIONS.

During the past year the regulation concerning contracts of certain married women was amended.

The commissioner of education also issued rules governing the selection of teachers in accordance with the terms of section 17 of the organic act. These rules provide that in selecting teachers for nomination to the commissioner of education and to fill vacancies existing for the ensuing school year, preference shall be given to those teachers who have served in the same municipality and in the same grade of school during the year immediately preceding and who have obtained a rating of not less than G—, unless such teachers do not desire to be appointed to the same municipality, or unless the positions they held are abolished. For the purpose of filling any remaining vacancy, a list of eligible candidates arranged on a merit basis shall be prepared by school boards on the recommendation of the respective supervisors of schools. The purpose of these rules is to protect good teachers in their positions, to give preference to properly qualified teachers in filling vacancies, and at the same time permit school boards to replace teachers with a rating of lower than G— with others who have a higher rating.

SCHOOL BOARD ACTIVITIES.

The school boards of the 75 municipalities received a total of \$539,108.49 from the various sources of revenue classified as the school fund, school tax, interest on bank deposits, repayments and gifts. Adding to this amount \$30,000 granted to the school board of Cayey as a loan fund for the erection of a school building in that city, the amount actually paid over in cash to school boards is \$569,108.49. To this amount should be added \$107,127.48 due the school boards but which was retained by the treasurer of Porto Rico for the purpose of covering the annual amortization, including capital and interest, on loans granted certain school boards for the purpose of erecting school buildings. Therefore, the total revenues of school boards during the past fiscal year amounted to \$676,235.97 including \$13,099.32 interest paid by banks upon amounts deposited by school boards.

On the other hand, after school boards had rendered their final and supplementary accounts for the fiscal year ending June 30, 1917, there remained a cash balance on hand in the several banks, amounting to \$528,867.58, which, added to the total revenue of \$676,235.97, gives a grand total of \$1,205,103.55 at the disposal of the school boards for their several expenditures for the fiscal year 1917-18.

During the past fiscal year the school boards have spent a total of \$730,947.09 covering the following items: Rent of school buildings; salaries of employees; office expenditures for school boards' and supervisors' offices; premiums on bonds given by school treasurers; school equipment, including the necessary expenses for supporting the work in manual arts, home economics, and agriculture; athletic apparatus and supplies; insurance on school buildings and equipment; light; water; telephone service; school festivals; conferences; printing; repairs and construction of buildings; books, papers, and magazines for school libraries; supplies for school bands; scholarships for certain rural pupils in urban schools, and scholarships for students taking the rural course in the normal department of the University of Porto Rico.

Adding to the foregoing expenditures the amount retained by the treasurer of Porto Rico both for capital and interest on loan funds, amounting in all to \$107,127.48, the total expenditures of school boards amounted to \$838,074.57. Subtracting the total expenditures, \$838,074.57, from the total amount at the disposal of school boards, \$1,205,103.55, there remained a cash balance on hand in the banks of Porto Rico on June 30, 1918, the sum of \$367,028.98.

This cash balance of \$367,028.98 includes the sum of \$78,857.17 representing loan funds, and therefore the difference, or \$288,171.81, represents the regular income of school boards, which is the largest cash balance derived from the regular sources of revenue since the system of school board accounting was established, in spite of the fact that the expenditures of the year exceeded those of the previous years by about \$200,000.

During the past fiscal year school boards have spent the sum of \$98,560.83 on equipment for common schools, including equipment for work in manual arts, home economics and agriculture; and on athletic apparatus and supplies the sum of \$2,589.94. For rent of school buildings there was expended the sum of \$116,188.57 and for salaries of employees the sum of \$110,736.27. In this sum are included the salaries of certain additional teachers that were requested by the school boards of Guanica, Salinas, Santa Isabel, Aguada, Arecibo, Caguas, Carolina, Lares, Maricao, Rio Grande, Rio Piedras and Yabucoa. For incidental expenses school boards paid out \$10,973.51 and for general expenses, including repairs of buildings, \$66,340.68. In the construction of school buildings there was expended the sum of \$325,557.29 from loans and regular funds.

An attempt was made to enter upon an extensive building program involving a total expenditure of \$1,000,000, but because of the inability of the insular treasury to grant loans to school boards and because of conditions brought about by the world war, it was impossible to carry out this plan. Only such construction work was undertaken as could be effected with the means at hand and in cases of indispensable need. In spite of these difficulties, six school buildings with a total of 64 schoolrooms in the urban zone, and 20 buildings with a total of 27 rooms in rural barrios were completed. Among these, special mention should be made of the Federico Degetau Consolidated Rural School at Santana, Arecibo, containing 5 classrooms with ample facilities for cooking and work in agriculture, and also of a concrete 4-room building at Aguirre, and of a 2-room concrete building in barrio Canos, Guanica, all in the rural zone. Of school buildings in the urban zone which have been completed or are nearing completion, mention should be made of an 8-room concrete building in Gurabo, a 12-room concrete building in Cayey, and a handsome 14-room brick building at stop 18½ in Santurce, with ample facilities for home economics, manual arts, and night schools. Special mention should be made of the best example of school architecture thus far produced in Porto Rico, namely, the Roman Baldorioty de Castro Graded and Techni-

cal School, erected at San Francisco Plaza, San Juan, at a cost of nearly \$200,000. From the standpoint of appearance, utility, and sanitary arrangements, especially as to light and ventilation, this building has no rival in Porto Rico. It contains offices for the school board, the supervisor of schools of the San Juan district and the principal, 18 classrooms, a large study hall accommodating 900 persons, and ample facilities for carrying on vocational work for both men and women. Nearly all of the space on the first floor is devoted to shops for boys and men who may be enrolled in the day and evening classes.

SUMMARIZED STATEMENT OF SCHOOL BUILDINGS AND SITES

1. Total number of buildings completed during the year:
 - (a) Urban: Six buildings with 64 rooms, including an 18-room graded and technical school in San Juan.
 - (b) Rural: Twenty buildings with 27 rooms.
2. Total number of buildings commenced during the year and now in course of construction:
 - (a) Urban: Five buildings with 24 rooms.
 - (b) Rural: Eight buildings with 10 rooms.
3. Total number of building projects, commenced in previous years and in course of construction during the present:
 - (a) Urban: Six buildings with 22 rooms.
 - (b) Rural: Nine buildings with 21 rooms.
4. Total number of sites acquired during the course of the year:
 - (a) Urban: Five sites.
 - (b) Rural: Twenty-seven sites.
5. Special enumeration of sites donated to school boards:
 - (a) Urban: Guanica, 1 site by municipality of Guanica; Morovis, 1 site by Sucesión Alonso del Río; Vega Alta, 1 site by municipality of Vega Alta.
 - (b) Rural: Barceloneta, 1 site by Plazuela Sugar Co.; Guanica, 1 site by José Claudio; Isabela, 1 site by Lino García Camacho; Jayuya, 1 site by Mejía & Armstrong; Juana Díaz, 1 site by Central Aguirre Co.; Naranjito, 1 site by Marcos Díaz; Rincón, 1 site by Lorenzo Villanueva; Utuado, 1 site by Luis Gómez Rivera; Vega Baja, 1 site by Ramón de León Hernández; Villalba, 1 site by Teodoro Alonso.
6. Towns in which no school buildings of any kind have been erected since the American occupation.
 - (a) In urban centers: Ceiba, Luquillo, Juncos, Hormigueros, Jayuya, Barceloneta, Morovis, Dorado, and Guainabo.
 - (b) In rural districts: Loiza, Fajardo, Luquillo, Hormigueros and Rincón.

RECOMMENDATIONS.

For many years to come the material resources of the people of Porto Rico will not be sufficient to extend and support the present school system in a manner adequate to solve fully the educational problems of Porto Rico. More and better schools installed in better buildings specially constructed and provided with modern furniture and equipment demand an expenditure of money that is not and will not be available from insular revenue for many years to come.

The rural school course of study should be extended from four to six years. If carried out, this change would involve the complete elimination of the double session plan, and at the same time it would relieve the rural teacher of the drudgery of doing the work of two persons, while receiving the only too meager remuneration of one. Present resources are entirely inadequate to bring about this change with the result that far too many children in the country receive the semblance rather than the substance of an elementary education.

The low scale of salaries paid teachers has caused hundreds of them to leave the profession for more remunerative employment. Thus we behold the strange spectacle of several thousand persons in Porto Rico with teachers' licenses, and at the same time many schools remain vacant for want of persons who are willing to take charge of them at the salaries paid.

The matter of securing teachers from the United States has become increasingly difficult from year to year and at present it is well nigh impossible to get teachers for certain positions at the present salaries.

Porto Rico demands outside help either from Federal or private resources, or from both, to extend and support her school system. Official steps should be taken to secure this aid.

The amount of money appropriated for the support of high schools is far from sufficient; yet by the terms of the appropriation act the commissioner of education is compelled to maintain high schools in eleven municipalities.

The legislature should commit itself to a definite policy concerning secondary education. One of three courses may be pursued:

1. High-school instruction may be abolished altogether.
2. Adequate provision may be made for the support of the eleven high schools now in operation.
3. The funds that may be considered available may be expended on a limited number of high schools, three or four instead of eleven.

TABLE I.—*Directing and supervising officers, 1917-18.*

Paul G. Miller, commissioner of Education.	BARROS.....	Don W. Snow.
Carev Hiekle, assistant commissioner of education.	COAMO.....	Harold S. Corlett.
Ward C. Mcroskey, secretary.	JUANA DIAZ-VILLALBA.....	Chas. J. Kelley.
Geo. H. Harriman, chief, division of property and accounts.	PONCE.....	John P. Blanco.
A. González Font, chief, division of school board accounts.	GUAYANILLA-PENUELAS.....	F. Rodríguez López.
M. A. Ducout, general superintendent of schools.	YAUCO-GUANICA.....	Francisco Vizcarrondo.
—, general superintendent of schools.	SAN GERMAN - SABANA GRANDE.....	J. U. McGuire.
José González Giniorio, supervisor of Spanish.	CABO ROJO-LAJAS.....	A. H. Lynch.
A. J. Sykes, supervisor of agriculture.	MAYAGUEZ-HORMIGUEROS.....	R. B. Barlow.
Grace J. Ferguson, supervisor of home economics.	MARICAO-LAS MARÍAS.....	Pedro P. Arán.
Frank S. Pugh, supervisor of manual training.	AÑASCO-RINCÓN.....	R. H. Spicer.
	AGUADA.....	R. A. Segarra.
	LARES.....	Herminio Rodríguez.
	SAN SEBASTIAN.....	Carmen Gómez (Acting).
	AGUADILLA-MOCA.....	C. Rivera Ufret.
	ISABELA-QUEBRADILLAS.....	José C. Rosario.
	Utua.....	Zollo Gracia.
	ADJUNTAS-JAYUYA.....	Juliet A. Casey.
	CAMUY-HATILLO.....	M. G. Nim.
	ARECIBO.....	Joseph C. Morin.
	MANATI-BARCELONETA.....	Luis Padilla.
	CAJES.....	Victor M. Suárez.
	VEGA BAJA-VEGA ALTA.....	Francisco Gaztambide.
	COROZAL-MOROVIS.....	José B. Fontanes.
	TOA BAJA-TOA ALTA.....	E. J. Bunting.
	DORADO.....	
	BAYAMON-GUAINABO.....	

HIGH-SCHOOL PRINCIPALS.

San Juan.....	J. B. Hagberg.
Ponce.....	H. A. Martin.
Mayaguez.....	Sara M. Williams.
Arecibo.....	J. H. Axtmayer.
Humacao.....	A. E. E. Herger.
Fajardo.....	Santiago Veve.
Caguas.....	Florence Sprague.
Guayama.....	George S. Hennessy.
Yauco.....	Facundo Sánchez (Acting).
Aguadilla.....	Hatuey Díaz Baldorioty.
Bayamon.....	Chas. P. Cassidy.

TABLE II.—*Summary of statistics for the school year 1917-18.*

Number of different pupils enrolled in schools under the department of education, classified by color and sex:

White—	
Male.....	64,165
Female.....	49,297
Total.....	113,462
Colored—	
Male.....	15,898
Female.....	12,229
Total.....	28,127
White and colored—	
Male.....	80,063
Female.....	61,526
Total.....	141,589

Number of different pupils enrolled in each kind of school under the department:

High schools.....	2,573
Continuation schools.....	773
Total secondary schools.....	3,346
Elementary urban schools.....	50,060
Rural schools.....	84,570
Night schools.....	3,613
Total in schools under the department.....	141,589

Number enrolled in the University of Porto Rico:

College of Liberal Arts.....	14
College of Law.....	31
College of Pharmacy.....	15
Normal department.....	97
Two-year course for rural teachers.....	135
College of Agriculture and Mechanic Arts—	
Collegiate course.....	77
Subcollegiate course.....	127
Summer school.....	156
	360
Counted twice.....	11
	349
Practice school.....	285
High school.....	216

Total in the University of Porto Rico..... 1,112

Number enrolled in charitable and correctional schools..... 648

Number enrolled in private schools..... 7,248

Total enrolled in all schools in Porto Rico..... 149,979

Average number belonging in schools under the department of education:

High schools.....	2,206
Continuation schools.....	136
	2,812
Total secondary schools.....	2,812
Elementary urban schools.....	43,422
Rural schools.....	67,239
Night schools.....	2,186
Total.....	115,689

Average daily attendance in schools under the department of education:

High schools.....	2,097
Continuation schools.....	596
	2,693
Total secondary schools.....	2,693
Elementary urban schools.....	41,286
Rural schools.....	60,608
Night schools.....	1,854
Total.....	106,441

Length of school year in schools under the department of education, 36 weeks, or 175 days, exclusive of holidays (in night schools, 20 weeks).

Number of teachers (teaching positions) in schools under the department of education:

White—	
Male.....	723
Female.....	1,507
Total.....	2,230
Colored—	
Male.....	186
Female.....	299
Total.....	485
White and colored—	
Male.....	909
Female.....	1,806
Total.....	2,715

Teachers in high schools..... 112

Teachers in continuation schools..... 54

Total secondary..... 166

Teachers in elementary urban schools..... 1,081

Teachers in rural schools..... 1,468

Total under department of education..... 2,715

Teachers in the University of Porto Rico..... 79

Teachers in charitable and correctional institutions..... 26

Teachers in private schools..... 246

Number of buildings in use for schools during the year

Owned by the people of Porto Rico.....	540
Rented.....	1,172
Estimated value of all insular school buildings.....	\$2,309,826.16
Rental value of all other buildings.....	116,188.57
Total expenditures for school purposes during the year ending June 30, 1918.....	2,365,260.90
By school boards.....	730,947.00
By insular government.....	1,634,313.99
Department of education.....	1,458,987.74
University of Porto Rico.....	175,326.25

TABLE III.—*Enrollment, number belonging, attendance, and percentage of attendance for the island and municipalities.*

Subjects.	Porto Rico.	San Juan.	Rio Piedras.	Trujillo Alto.	Carolina.	Rio Grande.	Loíza.
Enrollment under department of education:							
Enrollment 1917-18.....	141,589	6,972	2,467	938	2,108	1,732	1,856
Enrollment 1916-17.....	150,352	6,951	2,741	1,098	2,065	1,789	1,928
Secondary schools—							
High.....	2,573	688	.....	.....	29	43	.....
Continuation.....	773	.....	113	.....	.....	.....	.....
Elementary urban schools.....	50,060	6,051	850	214	597	423	475
Rural schools.....	84,570	.....	1,484	698	1,447	1,232	1,322
Night schools.....	3,613	233	20	26	35	34	59
Average number belonging:							
Pupils belonging, 1917-18.....	115,689	6,108	2,109	692	1,710	1,487	1,532
Pupils belonging, 1916-17.....	126,693	5,924	2,470	958	1,769	1,485	1,659
High schools.....	2,206	609	.....	.....	.....	.....	.....
Continuation schools.....	636	.....	102	.....	28	35	.....
Elementary urban schools.....	43,422	5,368	784	172	514	401	403
Rural schools.....	67,239	.....	1,210	498	1,143	1,029	1,093
Night schools.....	2,186	131	13	22	25	22	36
Average daily attendance:							
Average attendance, 1917-18.....	106,441	5,891	2,029	596	1,591	1,323	1,425
Average attendance, 1916-17.....	116,779	5,566	2,303	870	1,633	1,363	1,554
High schools.....	2,097	585	.....	.....	.....	.....	.....
Continuation schools.....	596	.....	97	.....	26	33	.....
Elementary urban schools.....	41,286	5,184	753	145	494	379	371
Rural schools.....	60,608	.....	1,169	434	1,050	891	1,020
Night schools.....	1,854	122	10	17	21	20	34
Attendance per 100 belonging:							
Elementary urban schools.....	95.1	96.6	96.0	84.3	94.1	90.2	92.7
Rural schools.....	90.1	.....	96.6	87.1	91.8	86.6	93.3

Subjects.	Fajardo.	Ceiba.	Luquillo.	Naguabo.	Vieques.	Humacao.	Las Piedras.	Yabucoa.
Enrolled under department of education:								
Enrollment, 1917-18.....	1,748	631	749	1,520	1,078	2,543	979	2,111
Enrollment, 1916-17.....	1,769	596	795	1,734	1,193	2,755	1,034	1,982
Secondary schools—								
High schools.....	100	.....	.....	.....	.....	118	.....	.....
Continuation.....	.....	.....	.....	.....	.....	.....	.....	24
Elementary urban schools.....	1,078	166	216	622	486	1,081	180	540
Rural schools.....	535	386	487	847	553	1,254	755	1,519
Night schools.....	35	79	46	51	39	90	44	28
Average number belonging:								
Pupils belonging, 1917-18.....	1,408	426	607	1,215	913	2,113	849	1,779
Pupils belonging, 1916-17.....	1,522	491	661	1,404	1,083	2,508	858	1,739
High schools.....	80	.....	.....	.....	.....	101	.....	.....
Continuation schools.....	.....	.....	.....	.....	.....	.....	.....	19
Elementary urban schools.....	912	125	189	535	415	936	152	458
Rural schools.....	391	257	408	649	407	1,018	668	1,284
Night schools.....	25	44	10	31	31	58	29	18
Average daily attendance:								
Average attendance, 1917-18.....	1,293	388	555	1,131	839	1,965	814	1,686
Average attendance, 1916-17.....	1,382	435	595	1,383	986	2,330	809	1,605
High schools.....	77	.....	.....	.....	.....	94	.....	.....
Continuation schools.....	.....	.....	.....	.....	.....	.....	.....	17
Elementary urban schools.....	851	117	177	506	394	878	144	447
Rural schools.....	344	233	370	596	417	947	644	1,205
Night schools.....	21	38	8	29	28	46	26	17
Attendance per 100 belonging:								
Elementary urban schools.....	93.3	93.6	93.6	94.6	94.9	93.8	94.6	97.6
Rural schools.....	88.0	91.0	90.7	91.8	89.3	93.0	90.4	93.8

TABLE III.—*Enrollment, number belonging, attendance, and percentage of attendance for the island and municipalities—Continued.*

Subjects.	Mau-nabo.	Arro-yo.	Patil-las.	Juncos.	Gura-bo.	Caguas.	San Lo-renzo.	Guay-ama.
Enrolled under department of education:								
Enrollment, 1917-18.....	854	956	1,293	1,410	1,317	3,562	1,645	2,644
Enrollment, 1916-17.....	781	1,071	1,529	1,532	1,508	3,783	1,704	2,740
Secondary schools—								
High.....						151		141
Continuation.....				20			9	
Elementary urban schools.....	215	472	380	615	365	1,273	455	1,336
Rural schools.....	589	449	885	733	913	2,041	1,121	1,098
Night schools.....	50	35	28	42	39	97	60	69
Average number belonging:								
Pupils belonging, 1917-18.....	609	780	1,070	1,138	1,075	2,903	1,302	2,234
Pupils belonging, 1916-17.....	621	888	1,263	1,261	1,179	3,330	1,356	2,351
High schools.....						114		121
Continuation schools.....				17			8	
Elementary urban schools.....	182	406	332	559	312	1,127	406	1,154
Rural schools.....	411	354	718	542	730	1,626	858	916
Night schools.....	16	20	20	20	33	36	30	43
Average daily attendance:								
Average attendance, 1917-18.....	533	703	928	1,019	955	2,735	1,207	2,100
Average attendance, 1916-17.....	547	792	1,158	1,148	1,068	3,090	1,261	2,224
High schools.....						109		114
Continuation schools.....				16			7	
Elementary urban schools.....	171	379	316	502	295	1,084	393	1,113
Rural schools.....	352	311	597	483	631	1,511	783	840
Night schools.....	10	13	15	18	29	31	24	33
Attendance per 100 belonging:								
Elementary urban schools.....	93.5	93.3	95.2	89.8	94.5	96.2	99.2	96.6
Rural schools.....	85.6	87.8	83.0	89.1	86.4	92.9	91.3	91.7
Subjects.	Sal-tas.	Santa Isabel.	Cayey.	Cidra.	Comerio.	Aguas Buenas.	Naran-jito.	Aibo-nito.
Enrolled under department of education:								
Enrollment, 1917-18.....	1,562	927	2,035	999	1,259	871	934	1,309
Enrollment, 1916-17.....	1,526	885	2,246	1,182	1,323	992	955	1,361
Secondary schools—								
High.....								
Continuation.....		10	51		16			15
Elementary urban schools.....	421	410	894	360	369	258	214	409
Rural schools.....	1,063	452	1,125	599	854	555	712	865
Night schools.....	78	55	55	40	20	58	8	20
Average number belonging:								
Pupils belonging, 1917-18.....	1,140	711	1,731	847	1,116	670	716	978
Pupils belonging, 1916-17.....	1,310	739	1,865	1,012	1,079	785	761	1,103
High schools.....								
Continuation schools.....		9	36		15			9
Elementary urban schools.....	336	305	745	321	315	215	181	356
Rural schools.....	768	367	918	501	766	426	529	598
Night schools.....	36	30	32	25	20	29	6	15
Average daily attendance:								
Average attendance, 1917-18.....	1,013	642	1,647	807	937	597	650	893
Average attendance, 1916-17.....	1,193	658	1,762	947	986	708	679	988
High schools.....								
Continuation schools.....		8	34		14			9
Elementary urban schools.....	306	283	711	307	290	197	168	342
Rural schools.....	677	327	876	478	615	376	477	530
Night schools.....	30	24	26	22	18	24	5	12
Attendance per 100 belonging:								
Elementary urban schools.....	91.1	94.4	95.4	95.6	92.1	91.1	92.8	96.1
Rural schools.....	88.1	89.1	95.4	95.4	80.3	88.2	90.2	88.6

TABLE III.—*Enrollment, number belonging, attendance, and percentage of attendance for the island and municipalities—Continued.*

Subjects.	Barran- quitas.	Barros.	Coamo.	Juana Díaz.	Villal- ba.	Ponce.	Guaya- nilla.	Peñue- las.
Enrolled under department of edu- cation:								
Enrollment, 1917-18.....	1,062	2,107	2,117	2,246	1,206	8,807	1,639	1,478
Enrollment, 1916-17.....	1,309	2,023	2,272	3,439	.....	9,970	1,749	1,531
Secondary schools—								
High.....	.....	.....	.....	.....	.....	570	.....	.....
Continuation.....	.....	.....	32	37	.....	.....	11	.....
Elementary urban schools.....	294	252	748	566	170	5,416	429	340
Rural schools.....	744	1,826	1,310	1,611	1,006	2,679	1,155	1,092
Night schools.....	24	29	27	32	30	142	44	46
Average number belonging:								
Pupils belonging, 1917-18.....	827	1,682	1,758	1,800	852	7,610	1,317	1,190
Pupils belonging, 1916-17.....	983	1,627	2,062	2,897	.....	8,329	1,379	1,281
High schools.						479		
Continuation schools.....	.....	.....	29	29	.....	.....	8	.....
Elementary urban schools.....	259	223	639	450	112	4,719	358	287
Rural schools.....	554	1,446	1,078	1,297	723	2,284	937	877
Night schools.....	14	13	12	24	17	128	14	26
Average daily attendance:								
Average attendance, 1917-18.....	748	1,416	1,634	1,595	761	7,167	1,172	1,087
Average attendance, 1916-17.....	930	1,486	1,923	2,605	.....	7,835	1,264	1,167
High schools.						458		
Continuation schools.....	.....	.....	26	26	.....	.....	7	.....
Elementary urban schools.....	248	214	609	410	98	4,546	321	276
Rural schools.....	490	1,194	989	1,141	649	2,052	834	793
Night schools.....	10	8	10	18	14	111	10	18
Attendance per 100 belonging:								
Elementary urban schools.....	95.7	96.0	95.3	91.1	87.5	96.3	90.0	96.1
Rural schools.....	88.4	82.6	91.7	87.8	89.6	90.0	89.0	90.4

Subjects.	Yauco.	Guan- ica.	San German.	Sabana Grande.	Cabo Rojo.	Lajas.	Maya- guez.	Hormi- gueros.
Enrolled under department of edu- cation:								
Enrollment, 1917-18.....	3,388	1,012	3,203	1,400	2,381	1,502	4,295	524
Enrollment, 1916-17.....	3,472	992	3,298	1,389	2,447	1,674	4,450	514
Secondary schools—								
High.....	104	.....	.....	.....	.....	.....	256	.....
Continuation.....	.....	17	50	45	57	.....	.....	.....
Elementary urban schools.....	904	655	848	596	914	329	2,294	142
Rural schools.....	2,318	257	2,211	710	1,347	1,146	1,622	345
Night schools.....	62	83	94	49	63	27	123	37
Average number belonging:								
Pupils belonging, 1917-18.....	2,840	812	2,675	1,121	1,968	1,270	3,396	446
Pupils belonging, 1916-17.....	2,998	764	2,944	1,161	1,996	1,302	3,585	449
High schools.							228	
Continuation schools.....	79	6	43	36	45	.....	.....	.....
Elementary urban schools.....	779	537	738	496	752	279	1,921	129
Rural schools.....	1,926	215	1,826	562	1,122	977	1,184	294
Night schools.....	56	54	68	27	45	14	63	23
Average daily attendance:								
Average attendance, 1917-18.....	2,737	781	2,453	1,034	1,894	1,218	3,228	424
Average attendance, 1916-17.....	2,847	743	2,750	1,075	1,913	1,210	3,403	408
High schools.							212	
Continuation schools.....	71	6	42	34	43	.....	.....	.....
Elementary urban schools.....	756	518	705	471	744	273	1,842	122
Rural schools.....	1,858	208	1,647	509	1,069	933	1,116	282
Night schools.....	52	49	59	20	47	12	58	20
Attendance per 100 belonging:								
Elementary urban schools.....	97.0	96.4	95.5	94.9	98.9	97.8	95.9	94.5
Rural schools.....	96.4	96.7	91.4	90.6	94.4	95.9	94.3	95.9

TABLE III.—Enrollment, number belonging, attendance, and percentage of attendance for the island and municipalities—Continued.

Subjects.	Mari- cao.	Las Marias.	Anasco.	Rincon.	Aguada.	Lares.	San Se- bastian.	Agua- dilla.
Enrolled under department of edu- cation:								
Enrollment, 1917-18.....	1,277	1,528	1,649	876	1,144	2,849	2,396	2,566
Enrollment, 1916-17.....	1,317	1,514	1,894	1,017	1,187	2,950	2,522	2,673
Secondary schools—								
High.....								122
Continuation.....	18		12			13		
Elementary urban schools.....	258	195	489	186	268	539	440	1,110
Rural schools.....	974	1,298	1,116	670	854	2,270	1,918	1,266
Night schools.....	27	35	32	20	22	27	38	68
Average number belonging:								
Pupils belonging, 1917-18.....	970	1,072	1,278	709	895	2,145	2,060	2,246
Pupils belonging, 1916-17.....	1,200	1,277	1,462	817	1,100	2,443	2,220	2,259
High schools.....								107
Continuation schools.....	16		10			10		
Elementary urban schools.....	220	169	404	161	232	455	389	996
Rural schools.....	715	883	843	528	653	1,669	1,641	1,098
Night schools.....	19	20	21	20	10	11	30	45
Average daily attendance:								
Average attendance, 1917-18.....	872	967	1,179	659	803	1,983	1,934	2,050
Average attendance 1916-17.....	1,126	1,131	1,336	740	987	2,298	2,089	2,086
High schools.....								104
Continuation schools.....	15		9			8		
Elementary urban schools.....	212	160	386	158	216	441	372	917
Rural schools.....	631	790	765	483	579	1,525	1,534	996
Night schools.....	14	17	19	18	8	9	28	33
Attendance per 100 belonging:								
Elementary urban schools.....	96.4	94.6	95.5	98.1	93.1	96.9	95.6	92.1
Rural schools.....	88.2	89.5	90.7	91.4	88.6	91.3	93.4	90.7

Subjects.	Moca.	Isa- bela.	Quebra- dillas.	Utua- do.	Ad- juntas.	Ja- yuya.	Camuy.	Ha- tillo.
Enrolled under department of edu- cation:								
Enrollment, 1917-18.....	1,094	1,882	1,037	3,984	2,022	1,388	1,579	1,376
Enrollment, 1916-17.....	1,146	2,019	1,192	4,492	2,385	1,525	1,623	1,592
Secondary schools—								
High.....								
Continuation.....			21	23				
Elementary urban schools.....	233	361	309	696	372	267	380	267
Rural schools.....	842	1,479	670	3,204	1,623	1,099	1,179	1,100
Night schools.....	19	42	37	61	27	22	20	9
Average number belonging:								
Pupils belonging, 1917-18.....	862	1,538	873	3,068	1,592	1,195	1,218	1,097
Pupils belonging, 1916-17.....	1,028	1,748	1,116	3,858	1,934	1,281	1,421	1,424
High schools.....								
Continuation schools.....			17	19				
Elementary urban schools.....	198	317	273	618	307	231	323	230
Rural schools.....	658	1,194	555	2,398	1,263	954	879	859
Night schools.....	6	27	28	33	22	10	16	8
Average daily attendance:								
Average attendance, 1917-18.....	784	1,405	812	2,723	1,378	1,091	1,090	1,061
Average attendance, 1916-17.....	915	1,577	1,026	3,459	1,719	1,171	1,311	1,312
High schools.....								
Continuation schools.....			16	18				
Elementary urban schools.....	187	295	262	587	289	217	301	219
Rural schools.....	592	1,087	512	2,088	1,072	867	776	836
Night schools.....	5	23	22	30	17	7	13	6
Attendance per 100 belonging:								
Elementary urban schools.....	94.4	93.1	95.9	94.5	94.1	93.9	93.2	95.2
Rural schools.....	90.0	91.0	92.3	87.1	84.1	90.9	88.2	97.3

TABLE III.—*Enrollment, number belonging, attendance, and percentage of attendance for the island and municipalities—Continued.*

Subjects.	Are- cibo.	Ma- natl.	Barce- loneta.	Claes.	Vega Baja.	Vega Alta.	Coro- zal.	Moro- vis.
Enrolled under department of educa- tion:								
Enrollment 1917-18.....	5,247	1,965	1,037	2,063	1,819	976	1,557	1,454
Enrollment 1916-17.....	5,316	2,209	1,176	2,133	1,860	1,260	1,656	1,660
Secondary schools—								
High.....	228							
Continuation.....		42		12	42		11	
Elementary urban school.s.....	1,444	732	388	412	534	264	278	247
Rural schools.....	3,462	1,124	618	1,589	1,193	682	1,239	1,169
Night schools.....	113	67	31	50	50	30	29	38
Average number belonging:								
Pupils belonging 1917-18.....	4,334	1,552	790	1,513	1,534	853	1,317	1,156
Pupils belonging 1916-17.....	4,517	1,914	868	1,676	1,591	864	1,337	1,333
High schools.....	202							
Continuation schools.....		29		11	41		9	
Elementary urban schools.....	1,286	635	334	362	472	237	257	209
Rural schools.....	2,772	855	448	1,109	995	592	1,035	923
Night schools.....	74	33	8	31	26	24	16	24
Average daily attendance:								
Average attendance, 1917-18.....	3,877	1,413	723	1,350	1,340	763	1,141	1,086
Average attendance, 1916-17.....	4,098	1,754	788	1,504	1,408	773	1,184	1,209
High schools.....	194							
Continuation schools.....		28		11	38		8	
Elementary urban schools.....	1,207	601	307	341	435	224	247	206
Rural schools.....	2,406	759	409	974	847	519	875	857
Night schools.....	70	25	7	24	20	20	11	23
Attendance per 100 belonging:								
Elementary urban schools.....	93.9	94.6	91.9	94.2	92.2	94.5	92.5	99.9
Rural schools.....	86.8	88.7	91.2	87.8	85.1	87.7	84.5	92.8

Subjects.	Toa Baja.	Toa Alta.	Do- rado.	Bay- amon.	Guay- nabo.	Cule- bra.
Enrolled under department of education:						
Enrollment 1917-18.....	1,006	1,352	680	3,442	886	182
Enrollment 1916-17.....	1,037	1,357	759	3,600	1,101	167
Secondary schools—						
High.....				95		
Elementary urban schools.....	295	254	236	2,063	188	123
Rural schools.....	679	959	417	1,220	668	37
Night schools.....	32	39	27	64	30	22
Average number belonging:						
Pupils belonging, 1917-18.....	840	1,023	523	3,058	675	166
Pupils belonging, 1916-17.....	926	1,141	595	3,071	868	153
High schools.....				86		
Elementary urban schools.....	260	236	202	1,845	155	115
Rural schools.....	563	772	312	1,090	504	34
Night schools.....	17	15	14	37	16	17
Average daily attendance:						
Average attendance, 1917-18.....	785	928	490	2,767	595	151
Average attendance, 1916-17.....	991	991	541	2,834	774	133
High schools.....				79		
Elementary urban schools.....	250	214	191	1,743	144	107
Rural schools.....	522	700	286	914	439	29
Night schools.....	13	14	13	31	12	15
Attendance per 100 belonging:						
Elementary urban schools.....	96.2	90.7	94.5	94.5	92.9	93.0
Rural schools.....	94.1	93.4	91.6	83.8	87.1	85.3

TABLE IV.—*Pupils enrolled in each grade and per cent of promotions in elementary schools for the island and municipalities.*

Subjects.	Porto Rico.	San Juan.	Rio Piedras	Trujillo Alto.	Carolina.	Rio Grande.	Loiza.	Fajardo.
Enrolled during 1917-18.....	141,589	6,972	2,467	938	2,108	1,732	1,856	1,748
Enrolled during 1916-17.....	150,352	6,951	2,741	1,098	2,065	1,789	1,928	1,769
Secondary schools.....								
High schools.....	2,573	688						100
Twelfth grade.....	382	93						16
Eleventh grade.....	601	168						15
Tenth grade.....	710	180						32
Ninth grade.....	880	247						37
Continuation schools.....	773		113		29	43		
Tenth grade.....	188					19		
Ninth grade.....	585		113		29	24		
Night schools.....	3,613	233	20	26	35	34	59	35
Elementary urban schools.....	50,060	6,051	850	214	597	423	475	1,078
Per cent promoted.....	70.9							
Eighth grade.....	2,669	398	51		35	35	16	58
Per cent promoted.....	74.6	61	69		91	77	63	53
Seventh grade.....	2,987	409	46	23	27	37	19	60
Per cent promoted.....	71.6	68	72	72	74	67	74	75
Sixth grade.....	3,918	435	88	16	42	39	27	71
Per cent promoted.....	75.1	80	61	44	79	81	55	65
Fifth grade.....	5,483	726	92	20	83	42	41	95
Per cent promoted.....	68.6	58	80	60	78	62	66	76
Fourth grade.....	7,110	831	136	28	68	61	58	131
Per cent promoted.....	72.1	72	64	71	78	70	55	60
Third grade.....	8,955	1,023	99	47	81	46	53	196
Per cent promoted.....	72.3	76	88	72	89	70	70	61
Second grade.....	9,467	1,231	179	37	129	92	120	218
Per cent promoted.....	73.1	74	74	68	68	84	81	54
First grade.....	9,471	998	159	43	132	71	141	249
Per cent promoted.....	64.3	72	72	49	67	84	54	59
Rural schools.....	84,570		1,484	698	1,447	1,232	1,322	535
Per cent promoted.....	58.0							
Eighth grade.....	8							
Per cent promoted.....	87.5							
Seventh grade.....	45						25	
Per cent promoted.....	75.5						68	
Sixth grade.....	252					5	11	
Per cent promoted.....	64.7					60	82	
Fifth grade.....	1,227		23		22	34	28	
Per cent promoted.....	69.8		73		82	80	50	
Fourth grade.....	9,296		114	69	91	130	142	50
Per cent promoted.....	63.3		62	61	80	64	70	40
Third grade.....	15,843		268	118	224	222	244	104
Per cent promoted.....	63.9		64	64	62	57	65	64
Second grade.....	20,340		358	170	331	290	287	136
Per cent promoted.....	70.1		76	67	63	69	91	95
First grade.....	37,559		721	341	779	551	585	245
Per cent promoted.....	47.1		55	53	34	47	44	47

TABLE IV.—*Pupils enrolled in each grade and per cent of promotions in elementary schools for the island and municipalities—Continued.*

Subjects.	Ceiba.	Luquillo.	Naguabo.	Vieques.	Humacao.	Las Piedras.	Yabucoa.	Manabo.	Arroyo.
Enrolled during 1917-18.....	631	749	1,520	1,078	2,543	979	2,111	854	956
Enrolled during 1916-17.....	596	795	1,734	1,193	2,755	1,034	1,982	781	1,071
Secondary schools.....									
High schools.....					118				
Twelfth grade.....					21				
Eleventh grade.....					21				
Tenth grade.....					35				
Ninth grade.....					41				
Continuation schools.....							24		
Tenth grade.....							10		
Ninth grade.....							14		
Night schools.....	79	46	51	39	90	44	28	50	35
Elementary urban schools...	166	216	622	486	1,081	180	540	215	472
Eighth grade.....	11	8	27	14	41		26	10	13
Per cent promoted...	81	75	74	95	80		69	100	85
Seventh grade.....		11	28	19	70	10	31	7	20
Per cent promoted...		55	54	89	79	90	80	85	80
Sixth grade.....	11	16	49	35	142	8	46	10	46
Per cent promoted...	72	56	55	86	72	75	93	90	71
Fifth grade.....	11	20	68	44	119	16	60	24	51
Per cent promoted...	62	70	62	64	66	44	90	88	86
Fourth grade.....	13	26	70	62	123	18	70	36	74
Per cent promoted...	70	46	66	82	66	83	86	47	72
Third grade.....	28	40	121	98	218	31	76	21	88
Per cent promoted...	78	73	63	68	61	70	84	71	77
Second grade.....	44	44	154	109	172	48	87	51	106
Per cent promoted...	60	61	68	66	86	88	77	65	79
First grade.....	48	51	105	105	196	49	144	56	74
Per cent promoted...	46	67	84	83	59	73	66	61	77
Rural schools.....	386	487	847	553	1,254	755	1,519	589	449
Per cent promoted...									
Eighth grade.....									
Per cent promoted...									
Seventh grade.....									
Per cent promoted...									
Sixth grade.....									
Per cent promoted...									
Fifth grade.....			8	8			62	11	
Per cent promoted...			63	83			76	82	
Fourth grade.....	21	64	106	40	138	126	169	66	64
Per cent promoted...	20	92	66	58	56	89	69	42	73
Third grade.....	56	104	200	112	206	149	267	78	52
Per cent promoted...	60	83	63	55	71	17	65	40	71
Second grade.....	92	152	238	152	347	170	311	125	107
Per cent promoted...	55	76	61	70	70	73	72	54	67
First grade.....	217	167	295	241	563	310	710	309	226
Per cent promoted...	42	42	53	42	46	48	46	36	49

TABLE IV.—*Pupils enrolled in each grade and per cent of promotions in elementary schools for the island and municipalities—Continued.*

Subjects.	Patillas.	Juncos.	Gu-rabo.	Caguas.	San Lorenzo.	Gua-yama.	Salinas.	Santa Isabel.	Cayey.
Enrolled during 1917-18.....	1,293	1,410	1,317	3,562	1,645	2,644	1,562	927	2,085
Enrolled during 1916-17.....	1,529	1,532	1,508	3,783	1,704	2,740	1,526	885	2,246
Secondary schools.....									
High schools.....				151		141			
Twelfth grade.....				17		12			
Eleventh grade.....				30		30			
Tenth grade.....				45		46			
Ninth grade.....				59		53			
Continuation schools.....		20			9			10	51
Tenth grade.....									25
Ninth grade.....		20			9			10	26
Night schools.....	28	42	39	97	60	69	78	55	55
Elementary urban schools...	380	615	365	1,273	455	1,336	421	410	804
Eighth grade.....	21	24	20	89	20	59	9	25	41
Per cent promoted...	90	92	40	69	85	81	88	84	93
Seventh grade.....	14	45	24	118	14	72	17	20	31
Per cent promoted...	86	87	54	53	86	72	82	80	71
Sixth grade.....	25	42	18	116	33	128	30	31	36
Per cent promoted...	92	60	61	74	70	56	73	74	81
Fifth grade.....	39	70	33	134	40	175	36	61	86
Per cent promoted...	84	69	60	88	70	73	47	72	78
Fourth grade.....	60	83	49	213	82	168	110	54	131
Per cent promoted...	70	63	67	91	63	66	88	59	84
Third grade.....	68	119	67	358	117	261	86	86	194
Per cent promoted...	74	68	57	77	89	68	62	64	81
Second grade.....	92	107	100	186	93	258	60	56	177
Per cent promoted...	65	80	63	78	74	74	80	60	94
First grade.....	61	125	54	59	56	215	73	77	108
Per cent promoted...	80	89	63	67	68	74	66	67	88
Rural schools.....	885	733	913	2,041	1,121	1,098	1,063	452	1,126
Eighth grade.....									
Per cent promoted...									
Seventh grade.....									
Per cent promoted...									
Sixth grade.....						12			
Per cent promoted...						50			
Fifth grade.....		7		16		24	13		
Per cent promoted...				68		41	63		
Fourth grade.....	107	99	69	196	93	102	75	43	43
Per cent promoted...	68	50	64	73	61	68	53	74	84
Third grade.....	189	156	163	348	159	198	213	105	154
Per cent promoted...	56	68	67	74	69	62	57	74	69
Second grade.....	218	198	264	496	244	299	300	118	307
Per cent promoted...	73	64	68	76	72	68	61	74	75
First grade.....	371	273	417	985	625	463	462	186	621
Per cent promoted...	43	51	56	51	43	49	45	42	60

TABLE IV.—*Pupils enrolled in each grade and per cent of promotions in elementary schools for the island and municipalities—Continued.*

Subjects.	Cidra.	Come- rio.	Agua Buenas.	Naran- jito.	Aibo- nito.	Barran- quitas.	Barros.	Coamo.	Juana Diaz.
Enrolled during 1917-18.....	999	1,259	871	934	1,309	1,062	2,107	2,117	2,246
Enrolled during 1916-17.....	1,182	1,323	992	955	1,361	1,309	2,023	2,272	3,439
Secondary schools.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
High schools.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Twelfth grade.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Eleventh grade.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Tenth grade.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ninth grade.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Continuation schools.....	.....	16	.....	.....	15	.....	.....	32	37
Tenth grade.....	.....	.....	.....	.....	.....	.....	.....	12	11
Ninth grade.....	.....	16	.....	.....	15	.....	.....	20	26
Night schools.....	40	20	58	8	20	24	29	27	32
Elementary urban schools...	360	369	258	214	409	294	252	748	566
Eighth grade.....	8	15	11	11	27	1	13	55	36
Per cent promoted...	75	67	64	72	96	0	77	73	77
Seventh grade.....	15	10	8	10	24	35	16	49	40
Per cent promoted...	80	60	63	60	67	66	75	65	88
Sixth grade.....	32	23	13	13	44	21	17	46	51
Per cent promoted...	84	56	61	54	70	67	82	76	70
Fifth grade.....	38	30	35	28	43	33	25	88	63
Per cent promoted...	87	67	51	67	86	64	96	77	73
Fourth grade.....	54	48	39	29	74	50	42	90	78
Per cent promoted...	67	60	43	62	73	74	81	72	74
Third grade.....	70	46	44	56	65	58	39	137	84
Per cent promoted...	78	63	61	55	83	69	94	77	76
Second grade.....	77	108	51	20	51	50	48	124	103
Per cent promoted...	78	76	55	50	100	72	94	81	70
First grade.....	66	89	57	47	81	46	52	159	111
Per cent promoted...	80	56	63	85	80	63	86	69	34
Rural schools.....	599	854	555	712	865	744	1,826	1,310	1,611
Eight grade.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Per cent promoted...	.....	.....	.....	.....	.....	.....	.....	.....	.....
Seventh grade.....	.....	.....	.....	.....	.....	.....	.....	6	.....
Per cent promoted...	.....	.....	.....	.....	.....	.....	.....	83	.....
Sixth grade.....	.....	.....	.....	.....	.....	.....	7	18	.....
Per cent promoted...	.....	.....	.....	.....	.....	.....	43	61	.....
Fifth grade.....	.....	.....	.....	.....	.....	.....	14	26	45
Per cent promoted...	.....	.....	.....	.....	.....	.....	85	73	84
Fourth grade.....	44	56	45	58	102	87	160	179	126
Per cent promoted...	70	94	82	52	49	60	66	81	67
Third grade.....	96	137	90	114	148	167	279	273	216
Per cent promoted...	81	81	85	71	53	65	77	65	73
Second grade.....	157	186	141	181	184	181	347	264	343
Per cent promoted...	83	85	65	68	64	61	76	79	74
First grade.....	302	475	279	359	431	309	1,019	544	881
Per cent promoted...	73	46	36	40	40	55	47	55	44

TABLE IV.—*Pupils enrolled in each grade and per cent of promotions in elementary schools for the island and municipalities—Continued.*

Subjects.	Villalba.	Ponce.	Guayanilla.	Penue- las.	Yauco.	Gua- nica.	San- Ger- man.	Sabana Grande.	Cabo Rojo.
Enrolled during 1917-18.....	1,206	8,807	1,639	1,478	3,388	1,012	3,203	1,400	2,381
Enrolled during 1916-17.....		9,970	1,749	1,531	3,472	992	3,298	1,389	2,447
Secondary schools.....									
High schools.....		570			104				
Twelfth grade.....		85			24				
Eleventh grade.....		178			18				
Tenth grade.....		146			32				
Ninth grade.....		161			30				
Continuation schools.....			11			17	50	45	57
Tenth grade.....							28	10	32
Ninth grade.....			11			17	22	35	25
Night schools.....	30	142	44	46	62	83	94	49	63
Elementary urban schools...	170	5,416	429	340	904	655	848	596	914
Eighth grade.....	7	344	11	17	37	30	52	32	43
Per cent promoted...	85	73	91	82	67	67	60	60	70
Seventh grade.....		308	24	22	43	30	71	42	52
Per cent promoted...		62	67	73	65	70	90	60	71
Sixth grade.....	24	370	39	28	89	57	73	62	93
Per cent promoted...	70	83	64	75	84	80	81	77	83
Fifth grade.....	20	571	76	41	139	89	87	87	52
Per cent promoted...	75	55	50	62	71	72	71	46	70
Fourth grade.....	25	595	57	47	189	101	142	73	144
Per cent promoted...	32	85	48	81	81	87	70	42	75
Third grade.....	34	1,078	47	59	80	150	133	52	211
Per cent promoted...	50	71	70	86	86	88	67	52	67
Second grade.....	17	1,221	76	53	139	102	131	67	180
Per cent promoted...	53	55	71	81	81	81	76	88	73
First grade.....	43	929	99	73	188	96	159	181	139
Per cent promoted...	55	52	57	58	58	80	70	57	57
Rural schools.....	1,006	2,679	1,155	1,092	2,318	257	2,211	710	1,347
Eighth grade.....									
Per cent promoted...									
Seventh grade.....									
Per cent promoted...									
Sixth grade.....					28		15		8
Per cent promoted...					61		87		50
Fifth grade.....	11	9	5		176		62		19
Per cent promoted...	73	67	0		74		92		68
Fourth grade.....	75	216	92	135	368	21	271	87	151
Per cent promoted...	41	82	68	70	74	86	63	63	88
Third grade.....	160	404	199	195	460	28	373	118	311
Per cent promoted...	65	65	64	66	83	89	64	73	64
Second grade.....	242	620	288	274	466	58	646	182	371
Per cent promoted...	73	75	73	65	82	84	58	71	84
First grade.....	518	1,430	571	488	820	150	844	323	487
Per cent promoted...	46	44	47	52	67	62	52	43	59

TABLE IV.—*Pupils enrolled in each grade and per cent of promotions in elementary schools for the island and municipalities—Continued.*

Subjects.	Lajas.	Mayaguez.	Hormigueros.	Mari- cao.	Las Ma- rias.	Anasco.	Rin- con.	Agua- da.	Lares.
Enrolled during 1917-18.....	1,502	4,295	524	1,277	1,528	1,649	876	1,144	2,849
Enrolled during 1916-17.....	1,674	4,450	514	1,317	1,514	1,894	1,017	1,187	2,950
Secondary schools.....									
High schools.....		256							
Twelfth grade.....		54							
Eleventh grade.....		57							
Tenth grade.....		63							
Ninth grade.....		82							
Continuation schools.....				18		12			13
Tenth grade.....									
Ninth grade.....				18		12			13
Night schools.....	27	123	37	27	35	32	20	22	27
Elementary urban schools...	329	2,294	142	258	195	489	186	268	539
Eight grade.....	26	145	4	13	6	22	12	9	37
Per cent promoted...	61	84	100	90	83	86	91	67	51
Seventh grade.....	17	175	11	22	9	41	9	14	47
Per cent promoted...	65	76	91	77	77	71	100	85	37
Sixth grade.....	41	199	11	24	14	40	14	16	35
Per cent promoted...	80	78	100	91	78	97	57	94	86
Fifth grade.....	44	171	12	28	9	38	24	30	63
Per cent promoted...	80	82	100	78	67	76	45	67	46
Fourth grade.....	52	301	17	35	30	54	37	46	101
Per cent promoted...	80	71	70	63	80	72	73	80	76
Third grade.....	59	325	14	43	37	83	24	45	104
Per cent promoted...	80	99	64	83	90	91	54	67	78
Second grade.....	39	429	26	40	44	122	27	52	102
Per cent promoted...	84	83	61	97	82	64	70	84	74
First grade.....	51	549	47	53	46	89	39	56	50
Per cent promoted...	60	63	60	70	100	36	64	73	94
Rural schools.....	1,146	1,622	345	974	1,298	1,116	670	854	2,270
Eight grade.....									
Per cent promoted...									
Seventh grade.....									
Per cent promoted...									
Sixth grade.....	12				7				
Per cent promoted...	75				85				
Fifth grade.....	25	27		23	7		9		37
Per cent promoted...	52	59		70	85		77		62
Fourth grade.....	151	136	43	107	101	94	64	77	321
Per cent promoted...	73	70	69	70	63	46	44	73	58
Third grade.....	296	300	54	187	204	171	132	172	479
Per cent promoted...	61	55	76	67	59	51	53	63	58
Second grade.....	258	367	90	198	277	273	131	246	535
Per cent promoted...	84	82	74	72	60	71	69	67	63
First grade.....	404	792	158	459	702	578	334	359	898
Per cent promoted...	58	40	54	44	42	39	36	55	42

TABLE IV.—*Pupils enrolled in each grade and per cent of promotions in elementary schools for the island and municipalities—Continued.*

Subjects.	San Se- bastian.	Agua- dilla.	Moca.	Isabela.	Quebra- dillas.	Utu- ado.	Adjun- tas.	Jayuya.	Camuy.
Enrolled during 1917-18.....	2,396	2,566	1,094	1,882	1,037	3,984	2,022	1,388	1,579
Enrolled during 1916-17.....	2,522	2,673	1,146	2,019	1,192	4,429	2,385	1,525	1,623
Secondary schools.....									
High schools.....		122							
Twelfth grade.....		15							
Eleventh grade.....		30							
Tenth grade.....		36							
Ninth grade.....		41							
Continuation schools.....					21	23			
Tenth grade.....						11			
Ninth grade.....					21	12			
Night schools.....	38	68	19	42	37	61	27	22	20
Elementary urban schools...	440	1,110	233	361	309	696	372	267	380
Eighth grade.....	25	63	13	21	23	43	10	20	12
Per cent promoted...	100	90	70	81	87	81	90	90	91
Seventh grade.....	30	71	11	20	33	43	16	14	26
Per cent promoted...	80	67	36	80	85	72	81	100	80
Sixth grade.....	35	77	14	25	39	87	31	17	28
Per cent promoted...	60	80	64	92	76	73	87	94	100
Fifth grade.....	44	150	22	54	48	96	67	34	53
Per cent promoted...	70	79	66	77	75	64	73	85	58
Fourth grade.....	100	190	41	60	55	93	62	50	59
Per cent promoted...	67	77	85	67	84	79	68	78	70
Third grade.....	48	254	61	63	67	115	75	44	55
Per cent promoted...	73	71	57	65	88	58	60	82	74
Second grade.....	51	160	27	69	44	80	59	35	69
Per cent promoted...	72	76	88	79	86	56	68	97	82
First grade.....	107	145	44	49		139	52	53	78
Per cent promoted...	71	78	82	87		75	88	64	73
Rural schools.....	1,918	1,266	842	1,479	670	3,204	1,623	1,099	1,179
Eighth grade.....									
Per cent promoted...									
Seventh grade.....								5	
Per cent promoted...								100	
Sixth grade.....		17		20		5		17	18
Per cent promoted...		88		55		0		65	88
Fifth grade.....		67		62	33	14		38	21
Per cent promoted...		46		50	51	0		60	76
Fourth grade.....	307	221	121	236	52	482	227	157	154
Per cent promoted...	78	82	67	62	63	52	60	63	59
Third grade.....	468	278	207	366	145	610	359	191	220
Per cent promoted...	66	66	76	64	63	57	59	65	55
Second grade.....	527	286	230	338	215	752	391	259	274
Per cent promoted...	74	79	72	67	66	56	66	64	71
First grade.....	616	397	284	457	225	1,341	646	432	492
Per cent promoted...	59	62	54	59	50	36	48	48	46

TABLE IV.—*Pupils enrolled in each grade and per cent of promotions in elementary schools for the island and municipalities—Continued.*

Subjects.	Hatillo.	Arecibo.	Manati.	Barceloneta.	Ciales.	Vega Baja.	Vega Alta.	Corozal.	Morovis.
Enrolled during 1917-18.....	1,376	5,247	1,965	1,037	2,063	1,819	976	1,557	1,464
Enrolled during 1916-17.....	1,597	5,316	2,209	1,176	2,133	1,860	1,260	1,656	1,660
Secondary schools.....									
High schools.....		228							
Twelfth grade.....		33							
Eleventh grade.....		40							
Tenth grade.....		68							
Ninth grade.....		87							
Continuation schools.....			42		12	42		11	
Tenth grade.....			17			13			
Ninth grade.....			25		12	29		11	
Night schools.....	9	113	67	31	50	50	30	29	38
Elementary urban schools...	267	1,444	732	388	412	534	264	278	247
Eighth grade.....	11	89	41	13	20	30	21		9
Per cent promoted...	78	83	95	84	95	80	71		88
Seventh grade.....	17	95	41	14	27	18	11	18	12
Per cent promoted...	65	73	93	85	77	83	91	50	67
Sixth grade.....	26	121	62	17	30	38	25	17	9
Per cent promoted...	61	75	84	77	97	87	80	65	88
Fifth grade.....	28	185	69	20	45	87	24	18	21
Per cent promoted...	71	62	75	90	93	80	54	39	75
Fourth grade.....	40	223	92	43	58	104	26	40	38
Per cent promoted...	75	70	64	81	80	77	77	60	55
Third grade.....	56	214	150	73	69	98	53	50	49
Per cent promoted...	68	72	84	66	66	84	55	72	77
Second grade.....	37	200	156	71	71	103	51	74	52
Per cent promoted...	91	89	80	73	70	75	72	63	77
First grade.....	52	317	121	137	92	56	53	61	57
Per cent promoted...	94	73	81	66	64	82	81	47	75
Rural schools.....	1,100	3,462	1,124	618	1,589	1,193	682	1,239	1,169
Eighth grade.....	8								
Per cent promoted...	88								
Seventh grade.....	9								
Per cent promoted...	77								
Sixth grade.....	19	11	8						
Per cent promoted...	60	63	63						
Fifth grade.....	49	62	21			30	3	12	11
Per cent promoted...	67	45	67			47	67	50	73
Fourth grade.....	140	328	101	65	148	128	131	131	143
Per cent promoted...	63	50	72	44	65	54	68	51	54
Third grade.....	207	681	219	105	287	272	163	216	252
Per cent promoted...	60	52		57	71	58	75	68	51
Second grade.....	255	738	307	138	335	329	148	301	274
Per cent promoted...	78	60		62	78	70	79	57	53
First grade.....	413	1,642	468	310	819	434	237	579	489
Per cent promoted...	54	39		54	48	50	61	29	43

TABLE IV.—*Pupils enrolled in each grade and per cent of promotions in elementary schools for the island and municipalities—Continued.*

Subjects.	Toa Baja.	Toa Alta.	Do- rado.	Bay- amon.	Gual- nabo.	Cule- bra.
Enrolled during 1917-18.....	1,006	1,252	680	3,442	886	182
Enrolled during 1916-17.....	1,037	1,357	750	3,600	1,101	167
Secondary schools.....						
High schools.....				95		
Twelfth grade.....				12		
Eleventh grade.....				14		
Tenth grade.....				27		
Ninth grade.....				42		
Continuation schools.....						
Tenth grade.....						
Ninth grade.....						
Night schools.....	32	39	27	64	30	22
Elementary urban schools.....	295	254	236	2,063	188	123
Eighth grade.....	16	10	13	88	3	
Per cent promoted.....	56	70	62	83	100	
Seventh grade.....	22	7	7	112	6	
Per cent promoted.....	64	71	100	80		
Sixth grade.....	21	16	20	118	11	5
Per cent promoted.....	52	70	40	78	63	60
Fifth grade.....	19	16	21	190	18	4
Per cent promoted.....	63	62	52	66	67	75
Fourth grade.....	50	25	31	287	26	12
Per cent promoted.....	42	64	32	53	42	67
Third grade.....	61	57	42	348	35	19
Per cent promoted.....	47	53	70	64	69	64
Second grade.....	52	73	52	390	29	13
Per cent promoted.....	63	51	44	75	93	59
First grade.....	54	50	50	530	60	70
Per cent promoted.....	60	56	56	58	50	57
Rural schools.....	679	959	417	1,220	668	37
Eighth grade.....						
Per cent promoted.....						
Seventh grade.....						
Per cent promoted.....						
Sixth grade.....				14		
Per cent promoted.....				50		
Fifth grade.....	30			23		
Per cent promoted.....	67			83		
Fourth grade.....	70	121	44	143	62	
Per cent promoted.....	50	54	43	63	81	
Third grade.....	113	195	60	247	119	11
Per cent promoted.....	57	50	50	50	62	63
Second grade.....	195	255	118	293	159	7
Per cent promoted.....	62	58	58	72	60	61
First grade.....	271	388	195	500	328	19
Per cent promoted.....	43	41	30	55	31	51

TABLE V.—*Estimated population, population of school age, and population of compulsory school age compared with the total enrollment.*

Municipalities.	Estimates of population for 1917.			Enrollment during 1917-18.	Enrollment per 1,000.		
	Total population.	School population (5-18 years).	Of compulsory school age (8-14 years).		Of total population.	Of school population.	Of population of compulsory school age.
Porto Rico.....	1,223,981	427,666	215,819	141,589	116	331	656
San Juan.....	53,237	18,638	9,405	6,972	133	374	741
Rio Piedras.....	17,275	6,038	3,046	2,467	143	402	809
Trujillo Alto.....	6,933	2,428	1,224	938	135	382	766
Carolina.....	16,748	5,863	2,957	2,108	126	359	713
Rio Grande.....	12,620	4,413	2,229	1,732	137	392	777
Loiza.....	14,551	5,100	2,569	1,856	127	364	722
Fajardo.....	14,115	4,941	2,493	1,748	123	354	701
Ceiba.....	4,825	1,687	852	631	131	374	741
Luquillo.....	6,781	2,373	1,197	749	110	316	626
Naguabo.....	15,695	5,494	2,771	1,520	97	275	548
Vieques.....	11,391	3,987	2,012	1,078	95	270	536
Humacao.....	19,259	6,742	3,403	2,543	132	392	747
Las Piedras.....	9,893	3,463	1,748	979	99	283	560
Yabucoa.....	18,946	6,631	3,346	2,111	111	318	631
Maunabo.....	7,771	2,718	1,371	854	110	314	623
Arroyo.....	7,589	2,655	1,339	956	126	360	721
Patillas.....	15,786	5,527	2,788	1,293	82	234	463
Juncos.....	12,778	4,473	2,256	1,410	110	311	625
Gurabo.....	12,173	4,261	2,150	1,317	108	309	612
Caguas.....	29,680	10,390	5,244	3,562	120	343	679
San Lorenzo.....	15,600	5,462	2,754	1,645	106	301	597
Guayama.....	18,992	6,648	3,354	2,644	129	395	796
Salinas.....	12,562	4,362	2,199	1,562	124	358	710
Santa Isabel.....	7,605	2,661	1,342	927	122	348	691
Cayey.....	19,353	6,775	3,418	2,035	105	300	595
Cidra.....	11,578	4,050	2,044	999	86	245	488
Comerio.....	12,208	4,273	2,154	1,259	103	294	584
Agua Buenas.....	9,061	3,171	1,599	871	96	274	545
Naranjito.....	9,700	3,395	1,714	934	96	275	545
Albionito.....	11,817	4,127	2,087	1,309	111	317	622
Barranquitas.....	11,476	4,018	2,027	1,062	93	264	523
Barros.....	16,422	5,749	2,899	2,107	128	366	726
Coamo.....	18,718	6,552	3,316	2,117	113	323	638
Juana Diaz.....	19,000	6,651	3,361	2,246	117	337	668
Villalba.....	12,861	4,502	2,269	1,206	94	267	531
Ponce.....	69,341	24,272	12,246	8,907	127	363	719
Guayanilla.....	11,313	3,961	1,998	1,639	144	411	815
Penuelles.....	13,105	4,587	2,313	1,478	113	322	639
Yauco.....	27,391	9,591	4,837	3,388	124	353	700
Guanica.....	7,035	2,463	1,241	1,012	144	411	815
San German.....	24,195	8,470	4,275	3,203	132	378	749
Sabana Grande.....	12,593	4,407	2,223	1,400	111	318	621
Cabo Rojo.....	21,376	7,483	3,775	2,381	111	318	631
Lajas.....	12,099	4,235	2,205	1,502	124	354	681
Mayaguez.....	42,117	14,748	7,440	4,295	102	291	577
Hormigueros.....	4,248	1,487	750	524	123	352	700
Maricao.....	7,823	2,738	1,380	1,277	163	429	925
Las Marias.....	10,979	3,842	1,938	1,528	142	398	788
Anasco.....	15,741	5,511	2,778	1,649	104	299	596
Rincon.....	7,950	2,782	1,404	876	110	313	624
Aguada.....	12,663	4,433	2,236	1,144	90	257	509
Lares.....	24,751	8,664	4,370	2,849	115	328	652
San Sebastian.....	20,658	7,231	3,648	2,396	111	331	656
Aguadilla.....	23,407	8,194	4,135	2,566	109	313	621
Moca.....	16,941	5,217	2,632	1,094	64	209	435
Isabela.....	18,416	6,446	3,252	1,882	102	292	582
Quebradillas.....	8,909	3,118	1,573	1,037	116	332	659
Utado.....	33,630	11,776	5,942	3,948	118	338	664
Adjuntas.....	18,527	6,485	3,270	2,022	109	312	618
Jayuya.....	11,234	3,931	1,983	1,388	123	353	700
Camuy.....	12,395	4,339	2,186	1,579	127	363	722
Hatillo.....	11,616	4,066	2,050	1,376	118	338	671
Arecibo.....	40,364	16,232	8,191	5,247	117	334	641
Manati.....	18,838	6,595	3,326	1,965	104	295	590
Barceloneta.....	12,736	4,453	2,246	1,037	81	232	461
Ciales.....	20,104	7,038	3,548	2,063	102	293	581
Vega Vaja.....	14,020	4,908	2,476	1,819	129	371	734
Vega Alta.....	8,889	3,111	1,570	976	110	313	622
Corozal.....	14,182	4,965	2,504	1,557	110	313	622
Morovis.....	13,599	4,762	2,402	1,454	107	305	605
Toa Baja.....	6,835	2,391	1,206	1,006	147	421	834
Toa Alta.....	9,972	3,491	1,760	1,252	125	358	711
Dorado.....	5,338	1,869	941	680	127	363	722
Bayamon.....	28,237	9,873	4,979	3,442	122	349	691
Guainabo.....	7,888	2,781	1,401	886	112	318	632
Culebra.....	1,437	498	252	182	127	365	722

TABLE VI.—*Report on school buildings.*

Municipalities.	Public property.				Rented.			
	Urban.		Rural.		Urban.		Rural.	
	Number of build-ings.	Class-rooms.	Number of build-ings.	Class-rooms.	Number of build-ings.	Class-rooms.	Number of build-ings.	Class-rooms.
San Juan.....	14	152			6	32		
Rio Piedras.....	4	22	10	12	1	1	10	10
Trujillo Alto.....	1	5	2	2			9	9
Carolina.....	3	14	4	4	1	2	18	18
Rio Grande.....	2	10	6	7	1	1	13	14
Loiza.....	1	6			8	6	20	20
Fajardo.....	3	23	1	2	4	9	10	11
Ceiba.....			1	1	1	4	8	8
Luquillo.....					2	5	9	9
Naguabo.....	1	10	5	5	2	3	14	14
Vieques.....	3	13	1	2			9	9
Humacao.....	3	25	5	6	1	2	18	18
Las Piedras.....	2	3	2	3	1	2	11	11
Yabucoa.....	2	9	4	7	5	6	20	23
Maunabo.....	1	5	2	2	1	1	8	9
Arroyo.....	2	8	3	3	1	2	7	7
Patillas.....	1	4	3	3	4	8	13	14
Juncos.....	1	1	8	8	2	16	5	5
Gurabo.....	2	9	3	3	4	7	11	11
Caguas.....	3	19	2	2	6	17	30	32
San Lorenzo.....	1	6	2	2	2	6	15	15
Guayama.....	3	15	3	5	7	20	15	15
Salinas.....	2	10	7	12			7	7
Santa Isabel.....	3	11	9	10			1	1
Cayey.....	4	18	10	10	1	13	14	14
Cidra.....	1	4	2	2	2	2	12	12
Comerio.....	3	10	4	4			15	15
Aguas Buenas.....	1	5	5	5			6	6
Naranjito.....	1	4	7	7	2	2	5	6
Albionito.....	1	8	1	1	1	2	10	10
Barranquitas.....	2	6	5	5			24	25
Barros.....	2	6	4	4			25	26
Coamo.....	2	10	3	3			24	25
Juana Diaz.....	2	14	11	12			16	16
Villalba.....					3	4	19	19
Ponce.....	15	138			3	5	45	50
Guayanilla.....	2	6	6	6	5	5	15	15
Penuelas.....	2	7	1	1	2	3	16	18
Yauco.....	2	22	21	24	1	4	14	14
Guanica.....	1	8	3	4	3	8	1	1
San German.....	2	14	5	7	3	4	25	28
Sabana Grande.....	1	4	6	6	5	11	4	4
Cabo Rojo.....	1	4	5	5	5	19	17	19
Lajas.....	1	4	13	13	4	5	10	10
Mayaguez.....	5	50	23	26	1	10	13	13
Hormigueros.....					2	4	6	6
Maricao.....	1	4	9	10	3	5	7	7
Las Marias.....	1	4	8	9	1	1	13	13
Anasco.....	2	10	7	7	2	4	13	13
Rincon.....	1	4			1	1	10	11
Aguada.....	1	5	5	5	2	3	13	14
Lares.....	3	8	8	9	3	8	19	21
San Sebastian.....	1	4	6	7	3	6	19	19
Aguadilla.....	2	16	4	5	4	13	14	17
Moca.....	1	4	8	8	1	2	7	7
Isabela.....	2	10	3	4	1	1	19	22
Quebradillas.....	3	8	5	7	1	2	7	9
Utuado.....	1	12	10	10	2	5	32	32
Adjuntas.....	1	4	11	11	4	7	14	14
Jayuya.....			1	1	3	5	15	15
Camuy.....	3	10	13	14			3	3
Hatillo.....	1	4	10	15			2	2
Arecibo.....	4	51	12	22	1	2	41	41
Manati.....	1	8	7	8	1	2	13	13
Barceloneta.....	1	4	2	4	3	9	11	11
Ciales.....	2	9	1	1	4	7	25	26
Vega Baja.....	1	8	5	6	1	2	13	13
Vega Alta.....	2	7	3	4	1	1	7	8
Corozal.....	1	6	7	9	1	2	8	8
Morovis.....			7	7	1	5	12	12
Toa Baja.....	1	4	6	8	3	4	7	7
Toa Alta.....	1	6	6	6			10	10
Dorado.....			1	1	5	5	10	10
Bayamon.....	3	14	3	4	10	32	17	19
Guainabo.....			3	3	2	5	10	11
Culebra.....			1	1	1	2		
Total.....	152	948	388	451	164	397	1,008	1,049

TABLE VII.—*Distribution by grade, age, and sex of pupils enrolled during the year 1917-18.*

A. SECONDARY SCHOOLS.

Ages.	High schools.					Continuation schools.			All secondary schools.				
	Grades.					Grades.			Grades.				
	12	11	10	9	Total.	10	9	Total.	12	11	10	9	Total
BOYS.													
13.....		1	1	10	11		4	4		1	1	14	15
14.....		1	5	48	54		18	18		1	5	86	72
15.....	1	12	32	98	143	3	31	34	1	12	35	129	177
16.....	6	34	68	121	229	11	53	64	6	34	79	174	293
17.....	24	50	75	82	231	15	62	77	24	50	90	144	308
18.....	30	66	79	60	235	16	63	79	30	66	95	123	314
19.....	52	55	49	31	187	8	22	30	52	55	57	53	217
20.....	40	25	21	12	98	3	9	12	40	25	24	21	110
21.....	19	14	6	6	44	3	2	5	19	14	8	8	49
22.....	3	8	2	2	15	4		4	3	8	6	2	19
23.....	2	1			3		1	1	2	1		1	4
24.....	2	1			3				2	1			3
25.....	2				2				2				2
26.....						1		1				1	1
Total.....	181	267	337	470	1,255	63	266	329	181	267	400	736	1,584
Average age.....	19.1	18.1	17.3	16.3	17.4	17.9	16.9	17.1	19.1	18.1	17.4	16.5	17.2
GIRLS.													
12.....				1	1		1	1				2	2
13.....			1	13	14		6	6		1	1	10	20
14.....		3	18	46	67	2	17	19		3	20	63	86
15.....		19	46	106	171	10	71	81		19	56	177	252
16.....	6	42	68	101	217	24	85	109	6	42	92	186	326
17.....	25	82	104	83	294	33	78	111	25	82	137	161	405
18.....	50	90	84	45	269	44	44	88	50	90	128	89	357
19.....	75	65	39	8	187	12	15	27	75	65	51	23	214
20.....	29	16	11	5	61		2	2	29	16	11	7	63
21.....	7	9	1	2	19				7	9	1	2	19
22.....	6	6	1		13				6	6	1		13
23.....	2	2			4				2	2			4
24.....	1				1				1				1
Total.....	201	334	373	410	1,318	125	319	444	201	334	498	729	1,762
Average age.....	18.8	17.7	16.9	15.9	17.1	17.1	16.3	16.5	18.8	17.7	17.0	16.1	16.9
BOYS AND GIRLS.													
12.....				1	1		1	1				2	2
13.....			2	23	25		10	10			2	33	35
14.....		4	23	94	121	2	35	37		4	25	129	158
15.....	1	31	78	204	314	13	102	115	1	31	91	306	429
16.....	12	76	136	222	446	35	138	173	12	76	171	360	619
17.....	49	132	179	165	525	48	140	188	49	132	227	305	713
18.....	80	156	163	105	504	60	107	167	80	156	223	212	671
19.....	127	120	88	39	374	20	37	57	127	120	108	76	431
20.....	69	41	32	17	159	3	11	14	69	41	35	28	173
21.....	26	23	6	8	63		2	5	26	23	9	10	68
22.....	9	14	3	2	28	4		4	9	14	7	2	32
23.....	4	3			7		1	1	4	3		1	8
24.....	3	1			4				3	1			4
25.....	2				2				2				2
26.....						1		1				1	1
Total.....	382	601	710	880	2,573	188	585	773	382	601	898	465	3,346
Average age.....	18.9	17.7	17.1	16.2	17.2	17.4	16.5	16.8	18.9	17.7	17.2	16.3	17.1

TABLE VII.—*Distribution by grade, age, and sex of pupils enrolled during the year 1917-18—Continued.*

B. ELEMENTARY URBAN SCHOOLS.

Ages.	Grades.									Total.	Per cent at each age.
	8	7	6	5	4	3	2	1			
BOYS.											
5.....								59	59	0.2	
6.....						2	32	522	556	2.7	
7.....				1	3	42	294	1,296	1,636	6.2	
8.....				12	25	293	831	1,165	2,326	8.8	
9.....			3	34	177	562	979	726	2,481	9.4	
10.....	1		10	156	449	922	1,087	577	3,202	12.3	
11.....		14	86	323	655	903	652	261	2,895	11.1	
12.....	18	81	293	647	936	935	620	185	3,715	14.2	
13.....	87	232	420	671	711	585	284	59	3,349	11.6	
14.....	217	356	511	524	523	313	128	11	2,583	9.8	
15.....	336	378	436	307	229	112	37	1	1,836	7.0	
16.....	293	268	269	138	74	18	8	1	1,069	4.1	
17.....	234	143	87	24	1	3			492	1.7	
18.....	125	36	26	7	1	2			197	.7	
19.....	31	14	1	1					47	.2	
20.....	8								9		
21.....	1	1							2		
Total.....	1,352	1,523	2,143	2,845	3,784	4,692	4,952	4,863	26,154	100.00	
Average age.....	15.6	14.7	14.0	12.9	12.3	11.0	10.0	8.2	11.4		
GIRLS.											
5.....								61	61	0.2	
6.....							38	534	572	2.4	
7.....						49	376	1,389	1,814	7.6	
8.....				11	43	319	882	1,090	2,345	9.8	
9.....				56	168	607	914	657	2,402	10.5	
10.....		1	19	187	461	925	955	523	3,071	12.3	
11.....	2	17	119	381	653	863	624	176	2,835	11.9	
12.....	20	114	305	683	794	804	458	135	3,313	13.9	
13.....	111	280	422	595	643	467	178	34	2,730	11.4	
14.....	271	392	474	448	412	173	74	9	2,253	9.4	
15.....	369	378	281	219	126	45	15		1,433	6.0	
16.....	291	198	121	47	18	11	1		687	2.9	
17.....	168	73	27	11	8				287	.8	
18.....	69	10	6						85	.4	
19.....	12	1	1						14		
20.....	4								4		
21.....											
Total.....	1,317	1,464	1,775	2,638	3,326	4,263	4,515	4,608	23,006	100.00	
Average age.....	15.3	14.3	13.3	12.5	11.9	10.8	9.7	8.4	11.1		
BOYS AND GIRLS.											
5.....								120	120	.2	
6.....						2	70	1,056	1,128	2.3	
7.....				1	3	91	670	2,685	3,450	6.9	
8.....				23	68	612	1,713	2,255	4,671	9.3	
9.....			3	90	345	1,169	1,893	1,383	4,883	9.7	
10.....	1	1	29	343	910	1,847	2,042	1,100	6,273	12.5	
11.....	3	31	205	704	1,308	1,766	1,276	437	5,730	11.4	
12.....	38	195	598	1,330	1,730	1,739	1,078	320	7,028	14.4	
13.....	198	512	842	1,266	1,354	1,052	462	93	5,779	11.5	
14.....	488	748	985	972	935	486	202	20	4,836	9.6	
15.....	705	756	717	526	355	157	52	1	3,269	6.5	
16.....	584	466	390	185	92	29	9	1	1,756	3.5	
17.....	402	216	114	35	9	3			779	1.6	
18.....	194	46	32	7	1	2			282	.5	
19.....	43	15	2	1					61	.1	
20.....	12		1						13		
21.....	1	1							2		
Total.....	2,669	2,987	3,918	5,483	7,110	8,955	9,467	9,471	50,060	100.00	
Average age.....	15.5	14.5	13.6	12.7	12.1	10.9	9.8	8.3	11.3		

TABLE VII.—*Distribution by grade, age, and sex of pupils enrolled during the year 1917-18—Continued.*

C. RURAL SCHOOLS.

Ages.	Grades.									Per cent at each age.
	8	7	6	5	4	3	2	1	Total.	
BOYS.										
5.....								448	448	0.9
6.....							20	2,375	2,395	4.9
7.....						12	285	4,596	4,893	9.9
8.....					2	151	1,255	4,785	6,193	12.6
9.....					71	626	1,921	3,209	5,830	11.9
10.....			2	11	361	1,339	2,640	2,989	7,342	14.9
11.....			10	48	671	1,638	1,902	1,365	5,634	11.4
12.....			12	122	1,237	2,127	1,873	1,172	6,543	13.3
13.....		5	23	170	1,189	1,503	976	412	4,278	8.7
14.....		4	41	169	1,016	1,002	520	201	2,953	6.0
15.....	1	6	42	130	591	509	214	91	1,584	3.2
16.....	1	2	34	64	299	249	92	42	783	1.6
17.....		4	11	22	97	89	31	8	262	.5
18.....	2	2	3	9	48	34	13	1	112	.2
19.....			2	2	2	4	1		11	
20.....						1			1	
Total.....	4	23	180	750	5,584	9,284	11,743	21,694	49,262	100.00
Average age.....	17	15.1	14.4	13.6	12.9	12.0	10.6	8.6	10.3	
GIRLS.										
5.....								391	391	1.1
6.....							29	1,988	2,017	5.7
7.....						18	286	3,494	3,798	10.8
8.....					16	195	1,018	3,540	4,769	13.6
9.....					71	545	1,462	2,172	4,250	12.1
10.....			1	21	365	1,099	1,986	2,128	5,600	15.9
11.....		1	5	56	596	1,271	1,413	926	4,268	11.9
12.....		1	6	101	865	1,525	1,288	755	4,541	13.0
13.....		2	11	108	845	1,006	640	291	2,903	8.2
14.....	1	9	17	106	558	559	272	109	1,631	4.6
15.....		5	19	51	253	220	135	44	727	2.0
16.....	3	3	13	31	102	79	40	17	288	.8
17.....		1		3	21	29	17	8	79	.2
18.....					16	11	9	2	38	.1
19.....					4	2	2		8	
Total.....	4	22	72	477	3,712	6,559	8,597	15,865	35,308	100.00
Average age.....	15.5	14.3	14.0	13.0	12.4	11.6	10.4	8.4	9.9	
BOYS AND GIRLS.										
5.....								839	839	1.0
6.....							49	4,363	4,412	5.2
7.....						30	571	8,090	8,691	10.3
8.....					18	346	2,273	8,325	10,962	13.0
9.....					142	1,171	3,383	5,381	10,080	11.9
10.....			3	32	726	2,438	4,626	5,117	12,942	15.3
11.....		1	15	104	1,267	2,909	3,315	2,291	9,902	11.7
12.....		1	18	223	2,102	3,652	3,161	1,927	11,084	13.1
13.....		7	34	278	2,034	2,509	1,616	703	7,181	8.5
14.....	1	13	58	275	1,574	1,561	792	310	4,584	5.4
15.....	1	11	61	181	844	729	349	135	2,311	2.7
16.....	4	5	47	95	401	328	132	59	1,071	1.3
17.....		5	11	25	118	118	48	16	341	.4
18.....	2	2	3	9	64	45	22	3	150	.2
19.....			2	2	6	6	3		19	
20.....						1			1	
Total.....	8	45	252	1,227	9,296	15,843	20,340	37,559	84,570	100.00
Average age.....	16.0	14.7	14.2	13.4	12.7	11.8	10.5	8.5	10.2	

TABLE VIII.—*Private schools of Porto Rico.*

Number of schools 67, in 34 of which the official course of study is followed. Average length of school year, 10 months. Number of teachers, 246. Enrollment, 7,248, distributed as follows:

Kindergarten.....	120	Grade 7.....	270
Grade 1.....	2,891	Grade 8.....	201
Grade 2.....	1,020	Grade 9.....	226
Grade 3.....	855	Grade 10.....	113
Grade 4.....	626	Grade 11.....	62
Grade 5.....	542	Grade 12.....	35
Grade 6.....	287		

Average daily attendance, 6,596.

TABLE IX.—*Expenditures for educational purposes and per capita costs, years ending June, 1899 to 1918.*

	1899	1900	1901	1902	1903	1904	1905	1906
Enrollment.....	29,172	24,392	38,000	61,869	70,216	61,270	63,413	68,828
Attendance.....	21,873	20,103	23,452	31,466	36,308	41,498	45,201	45,417
Population of Porto Rico.....	953,243	964,746	976,841	988,007	1,000,907	1,012,202	1,023,717	1,035,429
School population.....	322,393	325,002	328,194	332,497	336,228	340,926	345,805	350,111
Insular revenues.....	\$1,831,094	\$2,074,894	\$2,282,152	\$2,305,935	\$2,263,216	\$2,520,272	\$2,554,554	
Expenditures for education.....	\$288,098	377,111	530,662	753,545	803,879	873,603	878,868	905,929
By school boards.....		83,063	112,537	118,210	159,973	182,583	204,358	246,271
By insular government.....	288,098	294,048	418,125	635,335	643,906	691,020	674,510	659,658
University of Porto Rico.....			4,850	10,696	13,973	18,428	20,000	23,200
Department of education.....	288,098	294,048	413,275	624,639	629,933	672,592	654,510	636,458
Per cent of insular revenue spent for education.....		16.1	20.2	27.8	27.9	30.5	26.8	25.8
Expenditures classified, elementary schools.....	274,203	347,821	472,944	664,045	669,921	702,132	687,128	731,954
Salaries of teachers.....	205,752	204,107	266,010	320,357	389,102	397,570	389,622	396,867
Textbooks and supplies.....	50,026	35,199	40,843	40,044	40,636	32,377	31,911	25,702
Incidentals.....	18,425	20,648	35,689	28,885	12,391	18,750	12,269	7,148
Spent by school boards for rent, furniture, etc.....		83,063	112,537	118,210	159,973	182,583	204,359	246,271
Expended for schoolhouses by department of education.....		4,804	17,865	156,549	67,729	70,852	48,967	55,965
High schools.....			11,800	12,052	24,361	33,273	38,560	35,957
Industrial schools.....	397				16,227	28,873	35,643	26,196
University of Porto Rico.....			4,850	10,696	13,973	18,428	20,000	23,200
Scholarships—						4,628	12,979	5,193
In Porto Rico.....								
In United States.....				15,000	14,865	14,010	14,397	14,775
Office and field expenses of department of education and miscellaneous expenditures.....	13,498	29,290	41,068	51,752	64,532	72,258	70,161	68,655
Cost of books and supplies per pupil enrolled.....	1.71	1.44	1.07	.65	.58	.53	.50	.37
Total for education per pupil.....	9.88	15.46	13.61	12.18	11.45	14.26	13.86	13.16
Cost of elementary education per pupil.....	9.40	14.26	12.45	11.24	10.28	12.00	11.52	11.90
Instruction and maintenance. Buildings and sites.....	9.40	14.60	11.98	8.59	9.24	10.79	10.70	10.99
Cost of education per inhabitant.....	.302	.391	.543	.763	.797	.863	.853	.875

TABLE IX.—*Expenditures for educational purposes and per capita costs, years ending June, 1899 to 1918—Continued.*

	1907	1908	1909	1910	1911
Enrollment.....	72,052	80,167	105,125	121,453	145,525
Attendance.....	47,277	57,118	74,522	84,258	103,102
Population of Porto Rico.....	1,047,699	1,060,477	.....	1,118,012	.....
School population.....	354,721	360,551	.....	390,640	.....
Of compulsory age.....	.....	.....	.....	197,132	.....
Insular revenues.....	\$3,538,241	\$3,371,541	\$3,180,111	\$3,451,267	\$3,986,746
Expenditures for education.....	918,516	1,093,311	1,427,451	1,371,490	1,394,380
By school boards.....	257,859	340,774	437,486	419,161	403,691
By insular government.....	660,657	752,537	989,965	952,329	990,689
University of Porto Rico.....	19,785	20,509	95,974	90,740	105,000
Department of education.....	640,872	732,030	893,991	861,589	885,689
Per cent of insular revenue spent for education.....	18.7	22.3	31.1	27.6	24.8
Expenditures classified:					
Elementary schools.....	750,631	931,960	1,235,432	1,185,164	1,194,367
Salaries of teachers.....	424,527	508,503	647,520	675,942	715,745
Textbooks and supplies.....	35,787	31,065	42,068	47,337	53,400
Incidentals.....	5,732	5,819	6,971	6,975	7,417
Spent by school boards for rent, furniture, etc.....	257,859	233,091	346,385	355,155	352,243
Expended for schoolhouses—					
By department of education.....	26,726	45,798	100,787	35,748	14,114
By school boards.....	.....	107,684	91,101	64,007	51,448
High schools ¹	43,206	46,350	21,854	21,857	27,626
Industrial schools.....	19,242	.....	.....	.....	.....
University of Porto Rico.....	19,785	20,507	.....	.....	.....
Instruction and maintenance.....	.....	.....	52,878	73,294	86,905
Equipment.....	.....	.....	43,096	17,446	18,096
Scholarships—					
In Porto Rico.....	5,176	8,421	20,034	20,534	16,624
In United States.....	14,600	14,354	10,639	9,962	8,413
Office and field expenses of department of education and miscellaneous expenditures.....	65,876	71,719	43,518	43,233	42,349
Cost of books and supplies per pupil enrolled.....	.50	.39	.41	.39	.37
Total for education per pupil.....	12.75	13.64	13.58	11.29	9.58
Cost of elementary education per pupil.....	11.47	12.58	12.71	10.63	9.30
Instruction and maintenance.....	11.06	10.51	10.74	9.74	8.79
Buildings and sites.....	.41	2.07	1.97	.89	.51
Cost of high schools per pupil.....	.....	.....	68.94	42.11	45.97
Cost of education per inhabitant.....	.877	1.031	1.277	1.227	1.247
Elementary ²	.716	.879	1.105	1.060	1.068
Secondary ².....	.....	.....	.105	.101	.119

	1912	1913	1914	1915	1916	1917	1918
Enrollment.....	160,657	161,785	207,010	168,319	151,562	152,063	141,589
Attendance.....	114,834	117,360	155,830	128,376	120,099	116,779	106,441
Population of Porto Rico.....	.....	.....	.....	1,200,000	.....	1,223,981	1,223,981
School population.....	.....	.....	.....	419,282	.....	427,666	427,668
Of compulsory age.....	.....	.....	.....	211,588	.....	215,819	215,819
Insular revenues.....	\$4,369,164	\$4,382,544	\$4,753,903	\$3,727,910	.....	\$4,957,684	.....
Expenditures for education.....	1,518,779	1,814,829	2,698,263	2,070,496	\$1,840,016	2,106,389	2,325,802.43
By school boards.....	386,435	579,344	728,165	592,680	491,710	588,067	730,947.00
By insular government.....	1,132,344	1,235,485	1,970,098	1,477,816	1,348,306	1,518,322	1,594,855.43
University of Porto Rico.....	151,969	227,975	192,112	78,187	121,368	141,317	146,678.92
Department of education.....	980,375	1,007,510	1,777,986	1,399,629	1,226,838	1,377,005	1,448,176.51

¹ Until 1909 the expenditures for high schools are included with those of certain elementary schools.² From 1909-1915 the expenditures for continuation schools are included with those of elementary schools from 1915-16 with secondary schools.

TABLE IX.—*Expenditures for educational purposes and per capita costs, years ending June, 1899 to 1918—Continued.*

	1912	1913	1914	1915	1916	1916	1918
Per cent of insular revenue spent for education.....	25.9	28.2	41.4	39.6	.....	32.4	.....
Expenditures classified:							
Elementary schools	\$1,267,063	\$1,483,476	\$2,287,569	\$1,849,481	\$1,526,202	\$1,775,304	\$1,958,203.18
Salaries of teachers.....	778,055	800,600	1,347,165	1,078,498	984,471	1,110,563	1,108,306.55
Textbooks and supplies.....	66,390	76,514	129,798	90,296	44,891	69,500	108,949.63
Incidentals.....	9,736	9,288	28,261	10,471	5,130	6,889	10,000.00
Spent by school boards for rent, furniture, etc..	350,616	453,885	438,671	394,319	341,392	435,809	405,390.00
Expended for schoolhouses—							
By department of education	26,447	17,730	54,180	77,537	.....	.....	.....
By school boards.....	35,819	129,459	289,494	198,361	150,318	152,542	325,557.00
High schools.....	31,503	32,128	87,046	75,808	.....	.....	.....
High and continuation schools.....	.....	.....	.....	.....	95,124	112,375	116,457.00
Industrial schools.....	.....	.....	44,472	.....	.....	.....	.....
University of Porto Rico—							
Instruction and maintenance.....	112,666	143,750	172,272	73,364	113,987	128,099	140,201.32
Equipment.....	39,303	84,225	19,840	4,823	7,381	8,694	6,468.60
Scholarships—							
In Porto Rico.....	15,472	15,792	15,458	.....	.....	.....	.....
In United States.....	8,297	8,459	8,562	12,746	7,614	3,500	500.00
Office and field expenses of department of education and miscellaneous expenditures.....	44,475	46,999	63,044	54,273	89,708	92,960	103,963.33
Cost of books and supplies per pupil enrolled.....	0.41	0.47	0.63	0.54	0.30	0.43	.77
Total for education per pupil.....	9.45	11.12	13.03	13.68	12.14	13.85	15.39
Cost of elementary education per pupil.....	8.96	10.20	12.67	11.75	10.40	12.07	14.16
Instruction and maintenance.....	8.52	9.22	10.77	10.00	9.08	11.07	11.81
Buildings and sites.....	.44	.98	1.90	1.75	.99	1.00	2.35
Cost of high schools per pupil.....	34.62	25.62	64.67	45.31	.....	.....	.....
Cost of secondary schools per pupil.....	.....	.....	.....	.....	54.11	34.10	34.80
Cost of education per inhabitant.....	1.358	1.623	1.762	1.725	1.533	1.72	1.93
Elementary.....	1.134	1.327	2.046	1.541	1.272	1.45	1.56
Secondary.....	.164	.233	.250	.128	.180	.21	.095

From 1909-1915 the expenditures for continuation schools are included with those of elementary schools; from 1915-16 with secondary schools.

TABLE X.—*Financial tables.*

EXPENDITURES FOR TEXTBOOKS AND SCHOOL SUPPLIES, 1917-18.

Textbooks and school supplies.....	\$108,949.63
Contingent expenses:	
Common schools.....	6,899.95
High schools.....	5,874.23
Total.....	<u>121,713.79</u>

TABLE X.—*Financial tables*—Continued.

EXPENDITURES FOR TEXTBOOKS AND SCHOOL SUPPLIES, 1917-18—Continued.

COMMON-SCHOOL TEXTBOOKS.	
On hand June 30, 1917.....	894, 439
Purchased during year.....	176, 100
Total.....	1, 070, 539
Condemned during year.....	75, 088
On hand June 30, 1918.....	995, 451
HIGH-SCHOOL TEXTBOOKS.	
On hand June 30, 1917.....	48, 672
Purchased during year.....	49, 113
Total.....	97, 785
Condemned and sold during year.....	14, 087
On hand June 30, 1918.....	82, 698
Total common-school books.....	995, 451
Total high-school books.....	82, 698
	1, 078, 149

COMMON-SCHOOL TEACHERS, 1917-18.

[Amounts paid, by school months.]

Month.	Number of teachers.	Amount paid.
1917.		
October.....	2, 368	\$117, 971.99
November.....	2, 389	120, 915.25
December.....	2, 464	122, 610.12
1918.		
January.....	2, 498	125, 798.36
February.....	2, 506	124, 902.86
March.....	2, 502	120, 591.00
April.....	2, 542	125, 747.12
May.....	2, 540	124, 909.67
June.....	2, 551	124, 860.18

Average number of teachers, 2,484, at an average salary of \$44.61.

Average number of night school teachers, 91 for five months, at an average salary of \$9.22.

Repayments as provided by law are shown in the table following.

REPAYMENTS, COMMON-SCHOOL TEACHERS.

Fiscal year.	Teachers.	Days absent.	Days repaid.	Amount.
1911-12.....	1, 770	8, 904	7, 251	\$13, 692.20
1912-13.....	1, 855	7, 610	1, 958	4, 360.74
1913-14.....	2, 431	7, 101	4, 750	13, 161.57
1914-15.....	2, 330	8, 471	6, 239	14, 696.39
1915-16.....	2, 323	7, 150	6, 107	14, 611.79
1916-17.....	2, 513	12, 581	9, 193	19, 993.58
1917-18.....	2, 484	13, 932	8, 516	26, 340.21

Total amount paid from "Salaries, common schools," is as follows:

Supervisor of schools (12 months).....	\$45, 926.94
All teachers (9 months).....	1, 108, 306.55
Total.....	1, 154, 233.49

SALARIES, HIGH SCHOOLS.

From the total amount of \$39,660 made available by appropriation and transfers, the following payments were made:

Ten principals for 10 months (1 at \$1,800, 1 at \$1,600, 1 at \$1,300, 1 at \$1,200, 3 at \$1,100, and 3 at \$1,000).....	\$12, 493.33
High-school teachers for 9 months (1 at \$1,170, 2 at \$1,080, 36 at \$700, 1 at \$855, 30 at \$810, 1 at \$765, 8 at \$720, and 1 at \$360).....	70, 377.34
Four janitors for 12 months (2 at \$360, 1 at \$240).....	1, 270.00
Total.....	84, 140.67
Balance.....	5, 519.33
Total appropriation.....	\$9, 660.00

TABLE X.—*Financial tables*—Continued.

COMPARISON OF APPROPRIATIONS FOR DEPARTMENT OF EDUCATION.

Appropriations.	1915-16	1916-17	1917-18	1918-19	Increase.
Salaries and contingent expenses, office of the commissioner.....	\$45,460	\$48,126.68	\$58,480	\$54,760	.....
Salaries and contingent expenses, common schools.....	1,072,650	1,210,140.00	1,234,540	1,489,600	\$255,060
Textbooks and school supplies.....	50,000	69,590.00	75,000	75,000	.....
Salaries and contingent expenses, high schools.....	58,845	58,845.00	83,000	105,000	22,000
Scholarships, United States.....	8,250	3,500.00	500	500	.....
Summer institutes.....		2,000.00	2,000	2,000	.....
Girls' Charity School: Salaries, subsistence, and contingent.....		¹ 13,420.07	² 37,459	.....	.....
Boys' Charity School: Salaries, subsistence, and contingent.....		¹ 23,331.73	60,045	(²)	.....
Total.....	1,235,205	1,428,863.48	1,551,024	1,726,860	277,060
Decrease, office salaries and charity schools.....					101,224
Total increase.....					175,836

¹ Charity school appropriations were taken over by this department under date of Mar. 14, 1917.

² Charity school appropriations were transferred to department of sanitation Feb. 8, 1918.

TABLE XI.—School-board finances—Receipts and expenditures, 1917-18.

Municipality.	Cash on hand June 30, 1917.	Receipts by the school-board treasurers.					Retained by insular treasurer for repayment of loans.	Aggregate resources.	Aggregate payments, including those retained by insular treasurer.	Cash balance June 30, 1918.	
		School fund.	School tax.	Miscellaneous.							Total receipts, including balance.
				Interest on deposits.	Reimbursements.	Gifts.						Loan fund.
Adjuntas ¹	\$2,198.70	\$3,805.75	\$1,969.30	\$63.75	..	..	\$8,037.50	\$8,037.50	\$4,030.28	\$4,007.22	
Aguada.	2,759.62	3,527.88	2,122.87	67.13	..	..	8,477.50	8,842.38	6,117.18	2,725.20	
Aguadilla.	1,245.07	3,373.88	2,474.70	48.65	..	..	7,142.30	8,191.36	6,623.71	1,567.65	
Aguas Buenas.	1,268.27	956.55	791.91	12.44	..	..	2,026.17	2,133.18	1,380.20	7,752.98	
Albionito.	594.38	1,682.42	1,208.49	21.44	\$8.61	..	3,608.34	4,319.75	3,212.89	1,106.86	
Añasco.	502.41	3,459.57	2,256.53	25.69	..	..	6,244.20	6,709.96	4,390.15	2,319.81	
Areibo.	9,509.05	13,047.78	9,959.69	219.87	..	..	32,736.39	36,681.39	29,747.68	6,934.71	
Arroyo.	1,748.84	3,035.36	674.49	35.57	..	..	5,494.26	5,494.26	3,739.95	1,754.31	
Barceloneta.	9,930.38	4,604.24	2,833.55	232.54	..	..	17,600.71	17,600.71	9,259.04	8,341.67	
Barranquitas.	958.30	1,121.26	667.81	25.75	5.64	..	2,778.76	2,778.76	2,027.89	750.87	
Barros.	711.24	1,763.24	1,079.12	19.24	..	..	3,577.84	3,577.84	2,646.19	931.65	
Bayamon ¹ .	1,458.48	9,107.36	5,326.72	56.65	..	..	15,949.21	15,949.21	5,558.88	10,390.33	
Cabo Rojo.	2,173.88	4,529.69	2,721.67	69.65	..	\$131.00	9,625.89	9,625.89	7,431.77	2,194.12	
Caguas.	1,832.24	7,867.14	6,057.0	98.75	..	..	15,955.18	17,986.43	15,710.45	2,275.98	
Camuy.	5,943.24	2,114.38	1,926.9	103.16	..	..	10,187.72	11,637.72	7,184.40	4,453.32	
Carolina.	1,480.06	473.85	2,460.8	41.12	..	..	8,755.86	9,364.18	7,254.24	2,109.94	
Cayey.	1,562.57	3,798.04	2,671.44	106.05	17.90	..	38,156.00	40,796.63	38,273.07	2,523.56	
Cebal.	2,016.07	1,214.40	539.7	36.94	..	\$30,000.00	3,807.13	3,807.13	2,134.54	1,672.59	
Cidra.	801.05	3,071.36	2,027.7	30.17	1.76	..	5,835.07	6,429.19	5,644.99	784.20	
Coamo.	582.74	1,482.08	1,035.7	24.90	..	..	3,125.50	3,360.76	2,222.63	1,138.13	
Comerio.	2,625.82	3,733.46	1,896.1	18.70	14.00	..	8,338.13	8,338.13	4,731.60	3,606.53	
Corozal.	802.80	3,737.83	2,056.77	39.82	3.10	196.00	6,780.32	7,361.76	4,729.60	2,632.16	
Dorado.	34.38	848.80	748.63	9.31	..	..	1,837.21	2,267.46	1,624.13	6,976.80	
Fajardo.	5,469.46	2,429.96	1,497.49	103.00	9.00	..	9,499.91	9,499.91	2,523.11	4,976.02	
Guadalupe.	2,656.59	7,096.77	3,184.70	45.81	2.11	..	12,862.16	14,162.16	9,886.14	4,276.02	
Guadalupe.	410.12	2,000.77	3,159.02	14.75	..	..	3,612.54	3,612.54	2,709.13	903.41	
Guánica.	6,392.56	2,159.02	1,403.89	83.49	..	..	11,039.06	11,039.06	10,476.71	2,562.35	
Guayama.	394.63	3,363.44	4,070.62	20.67	198.00	..	13,067.56	13,067.56	10,714.58	2,352.98	
Guayanilla.	1,236.00	3,367.49	2,019.75	47.93	..	..	6,871.17	7,184.81	4,709.92	2,474.89	
Guaynabo.	242.27	1,639.08	1,484.00	22.86	..	..	3,586.21	4,508.66	3,315.64	1,193.02	
Hatillo.	395.96	2,689.10	1,625.06	22.88	2.92	..	4,735.92	4,735.92	3,315.64	1,420.28	
Hormigueros.	3,505.23	1,898.14	1,138.25	19.39	63.95	..	6,621.96	6,621.96	5,040.39	1,581.57	
Humacao.	7,704.02	3,698.58	4,275.12	25.87	42.00	..	13,140.59	13,140.59	12,235.26	905.33	
Isabela.	671.30	2,321.43	1,486.68	20.98	6.24	..	4,760.54	4,760.54	3,283.49	2,491.83	
Jayuya.	1,585.28	2,014.23	1,400.87	42.61	..	..	5,042.99	5,042.99	3,283.71	1,759.28	
Juana Díaz.	4,762.75	5,114.17	3,133.42	126.71	..	..	13,137.05	13,137.05	4,982.89	8,154.16	
Juncos.	1,159.56	3,025.90	2,206.20	17.55	55.83	..	5,465.04	6,510.04	6,284.21	225.83	

¹ The accounts of the school board of Bayamon for the months of January to June, 1918, had not yet been received when closing this statement and, therefore, this table presents only those from July to December, 1917, both inclusive, and from July, 1918, both inclusive, in the second.

TABLE XI.—School-board finances—Receipts and expenditures, 1917-18—Continued.

Municipality.	Cash on hand June 30, 1917.	Receipts by the school-board treasurers.						Retained by insular treasurer for repayment of loans.	Aggregate resources.	Aggregate payments, including those retained by insular treasurer.	Cash balance June 30, 1918.
		School fund.	School tax.	Interest on deposits.	Miscellaneous.	Loan fund.	Total receipts, including balance.				
					Reimbursements.						
Leñas.	\$274.66	\$3,870.96	\$2,209.07	\$35.78	\$3.50		\$6,390.47		\$6,390.47	\$3,598.62	\$2,791.85
Lares.	5,166.27	5,166.27	2,737.88	66.45			10,760.03		10,760.03	7,688.32	3,071.71
Las Marias.	3,285.92	3,285.92	1,569.57	85.32			9,395.44		9,395.44	4,791.61	5,603.83
Las Piedras.	1,542.79	1,542.79	1,045.52	16.19	\$20.00		5,467.23		5,467.23	3,410.15	2,057.08
Ledra.	4,553.89	5,367.02		109.09	25.00		10,055.00		10,055.00	5,889.42	4,165.58
Luquillo.	770.63	1,541.66	663.44	18.24			2,993.97	\$54.38	3,048.35	2,080.47	907.91
Manatí.	1,316.46	5,162.53	3,522.69	57.60	49.70		10,108.98	627.39	10,736.37	6,785.39	3,950.98
Maricao.	1,000.52	3,106.48	1,893.54	26.14			6,741.43		6,741.43	6,410.73	330.70
Mauabo.	1,394.67	1,394.67	1,014.49	29.19			3,343.87	329.67	3,673.54	2,954.40	719.14
Mayaguez.	8,698.28	9,199.96	655.05	64.31			49,683.56	8,547.50	58,231.06	26,824.38	31,406.68
Morovis.	481.51	1,744.78	998.54	15.45			3,238.28	286.50	3,524.78	2,850.08	1,531.21
Morovis.	356.68	1,534.74	998.54	17.93			4,544.10		4,544.10	2,782.53	67.76
Naguabo.	755.67	1,924.23	1,852.37	11.83			1,679.42	2,175.00	3,854.42	1,842.86	223.28
Naguabo.	446.20	649.09	517.35	16.78			7,511.57	163.44	7,675.01	5,864.18	1,810.83
Patillas.	2,495.85	3,085.96	1,906.73	66.80	3.23		4,051.90		4,051.90	3,820.75	231.24
Penuelas.	2,298.05	2,454.14	1,349.16	17.85	2.79		33,646.00		33,646.00	49,912.25	3,733.75
Ponce.	1,097.18	11,543.08	17,099.93	97.15	163.66	10.00	2,903.62	23,635.00	2,903.62	2,268.27	635.35
Quebradillas.	569.86	1,342.65	1,032.91	18.79	21.38		3,013.71	480.69	3,494.40	3,209.47	284.93
Rio Grande.	1,075.76	3,490.89	2,103.51	41.41	2.59		6,714.16		6,714.16	4,532.36	2,181.80
Rio Piedras.	10,061.51	9,995.87	5,418.96	140.35			25,636.69		25,636.69	17,134.10	8,502.59
Sabana Grande.	1,485.90	1,438.64	950.46	12.69			2,847.69		2,847.69	2,084.11	463.58
Salinas.	6,289.36	9,465.85	4,207.02	194.89	15.00		20,172.12		20,172.12	14,678.39	5,493.73
San German.	3,531.23	5,251.14	3,091.38	80.94			11,954.69		11,954.69	9,238.52	2,656.17
San Juan.	331,581.86	28,992.77	34,873.06	8,317.08	95.09		403,890.46	43,066.67	446,957.13	304,121.26	142,805.87
San Lorenzo.	4,626.78	4,476.52	1,298.51	20.55			3,379.36	524.94	3,904.30	3,018.00	886.70
San Sebastian.	4,262.84	4,482.57	2,083.01	92.39			11,284.81		11,284.81	7,162.47	4,122.34
Santa Isabel.	8,050.04	5,138.56	2,967.79	153.74			16,310.13		16,310.13	10,262.25	6,047.88
Tea Alta.	1,595.48	1,632.37	1,085.14	42.55			4,305.54		4,305.54	2,761.84	1,543.70
Tea Baja.	3,108.86	1,632.37	2,450.50	79.15			10,037.57		10,037.57	7,074.31	2,963.26
Trujillo Alto.	1,653.11	1,969.38	1,244.63	42.49			4,909.61	251.77	5,161.38	2,529.09	2,632.29
Utuado.	4,428.74	2,327.26	2,962.48	62.12	46.43		11,727.51	2,445.00	14,172.51	10,975.41	3,197.10
Vega Alta.	2,078.94	2,327.26	1,682.91	46.03			6,622.94		6,622.94	4,789.87	1,833.07
Vega Baja.	643.48	2,327.26	2,652.42	29.06			7,236.14	497.80	7,733.94	5,917.95	1,815.99
Vieques.	10,168.63	6,282.31	3,910.31	215.42	20		20,576.87		20,576.87	9,831.68	10,645.19
Villalba.	1,607.04	1,233.32	845.07	55.40			2,078.39		2,078.39	1,034.43	1,023.96
Yabucoa.	1,344.44	4,744.90	3,410.11	55.40			9,819.48		9,819.48	8,436.25	1,383.23
Yauco.		5,910.60	3,268.11	18.52	60.00		9,601.67		9,601.67	8,217.75	1,383.92
Total.	528,867.58	307,771.04	216,445.05	13,099.32	1,024.05	769.03	1,097,976.07	107,127.48	1,205,103.55	838,074.57	367,028.98

TABLE XII.—School board finances—Expenditures classified, 1917-18.

Municipality.	Rent of schools.	Salaries employ- ees of school board.	Conti- nent expenses of school board.	School furniture and equip- ment.	School and athletic material.	Payments for con- struction of school buildings by school boards.	General expenses.	Total.
	A	C	D	E	F	G-13	G	
Adjuntas.....	\$1,760.00	\$1,142.92	\$144.39	\$462.06			\$520.91	\$4,080.28
Aguada.....	1,170.00	1,546.97	220.68	835.03		\$33.47	1,946.15	5,752.30
Aguadilla.....	1,488.00	1,192.44	29.50	2,167.01	\$7.11		690.59	5,574.65
Agua Buenas.....	324.00	265.08	54.55	305.12		57.00	270.44	1,276.19
Aibonito.....	796.00	554.30	122.32	508.54			460.32	2,501.48
Añasco.....	1,351.00	1,149.65	122.32	570.15		95.86	605.76	3,924.39
Arecibo.....	3,115.50	5,257.22	376.15	2,244.07	36.15	11,010.10	3,763.49	25,802.68
Arroyo.....	849.00	739.91	227.76	701.43			966.28	3,739.95
Barceloneta.....	1,764.00	1,261.38	223.50	992.68		4,518.88	498.60	9,259.04
Barranquitas.....	384.00	332.54	28.75	673.50			340.20	2,027.89
Barros.....	768.00	403.40	42.73	874.53		52.00	505.53	2,646.19
Bayamon.....	2,555.50	1,003.93	33.70	1,233.97			731.78	5,558.88
Cabo Rojo.....	3,198.00	1,539.86	148.55	1,579.27	75.18		890.91	7,431.77
Caguas.....	5,888.56	2,653.50	56.34	3,483.17	67.00		281.05	13,079.20
Camuy.....	1,126.71	1,126.71	225.08	1,052.52			1,879.87	5,734.40
Carolina.....	1,701.50	1,448.55	119.27	1,834.05	47.50		226.03	6,645.92
Cayey.....	2,724.00	1,383.63	261.04	606.53		29,315.37	1,841.87	35,632.44
Ceiba.....	960.00	264.74	151.16	542.20		69.79	146.65	2,134.54
Ciales.....	1,606.00	770.45	190.17	2,073.44			510.81	5,150.87
Cidra.....	1,100.00	244.62	123.05	223.70			296.00	1,987.37
Coamo.....	2,190.00	789.26	61.13	1,304.67			386.54	4,731.60
Comerio.....	893.50	1,107.11	291.51	799.37	10.50	217.12	829.05	4,148.16
Corozal.....	1,622.00	298.17	22.44	313.35			397.92	1,938.88
Dorado.....	1,268.80	357.68	134.69	321.73	30.79		409.42	2,523.11
Fajardo.....	2,112.00	2,764.39	117.73	2,367.02			1,125.00	8,486.14
Guainabo.....	1,236.00	435.95	158.10	461.87		58.50	358.71	2,709.13
Guánica.....	890.52	2,806.86	174.19	1,390.72	115.53	4,302.27	796.62	10,476.71
Guayama.....	3,080.00	2,219.97	276.96	2,582.31	2.25	1,680.69	872.40	10,714.58
Guayanilla.....	1,158.00	217.26	99.25	801.97			1,119.80	4,396.28
Gurabo.....	1,830.00	684.79	57.79	142.18		230.81	221.05	3,166.62
Hatillo.....	396.00	684.50	99.95	537.52		890.19	707.48	3,166.62
Hormigueros.....	753.00	302.32	145.86	83.67			276.72	1,561.57
Humacao.....	2,090.00	1,942.64	254.18	1,851.09	26.83		1,585.52	7,750.26
Isabela.....	1,305.00	533.07	149.17	990.32	17.65	715.77	404.60	4,115.58
Jayuya.....	1,680.00	437.54	80.50	721.17			364.50	3,283.71
Juana Díaz.....	1,077.00	1,730.77	191.47	592.35	57.82	192.86	1,140.62	4,982.89
Juncos.....	2,486.10	1,160.96	172.39	710.11		67.50	642.15	5,239.21
Lajas.....	968.00	664.91	223.72	262.02		958.75	521.22	3,598.62
Lares.....	2,501.00	1,475.02	172.63	1,706.13		974.24	859.30	7,688.32
Las Marias.....	1,134.00	891.92	176.57	455.13		1,433.08	690.91	4,791.61
Las Piedras.....	874.00	671.31	180.90	637.34		577.00	469.60	3,110.15
Loiza.....	2,112.00	878.44	140.99	1,751.08	60.75	410.09	536.07	5,889.42
Luquillo.....	1,272.00	336.40	125.81	155.90			135.95	2,028.06
Manatí.....	2,532.00	1,380.55	234.98	893.35	87.81	27.41	1,001.90	6,158.00
Maricao.....	1,206.00	1,466.93	148.38	456.25		2,112.68	1,020.49	6,410.73
Maunabo.....	678.00	758.96	147.87	630.42	27.70		381.78	2,624.73
Mayaguez.....	1,116.00	4,597.19	174.89	2,579.93	1,047.99	5,428.77	3,834.11	18,278.88
Moca.....	696.00	309.62	70.77	228.06			402.62	1,707.07
Morovis.....	792.00	570.90	124.58	696.17		60.00	538.68	2,782.33
Naguabo.....	1,605.00	974.38	78.45	435.73		658.99	568.27	4,320.82
Naranjito.....	276.00	159.62	48.10	124.36			224.02	832.10
Patillas.....	1,704.00	806.89	235.36	2,310.13			507.80	5,564.18
Penuelas.....	1,391.00	668.64	75.00	982.77	29.05	367.16	336.18	3,820.75
Ponce.....	5,038.40	7,572.38	260.09	4,919.87	12.77	6,010.56	2,446.90	26,277.25
Quebradillas.....	645.00	255.95	52.92	934.05			367.58	2,268.27
Rincon.....	972.00	740.19	38.68	726.30			251.61	2,728.78
Rio Grande.....	1,387.00	1,159.79	117.91	665.79		595.00	606.87	4,532.36
Rio Piedras.....	1,248.00	4,910.07	76.78	1,698.77	5.00	7,692.13	1,508.35	17,134.10
Sabana Grande.....	1,068.00	388.31	44.26	191.67		51.43	340.44	2,084.11
Salinas.....	672.00	3,334.60	67.52	186.84		9,861.56	555.87	14,678.39
San German.....	1,833.75	1,918.73	309.74	2,397.57	138.29	1,099.75	1,600.69	9,298.52
San Juan.....	7,102.00	14,536.00	634.97	21,813.59	1.50	210,461.36	6,505.17	261,054.59
San Lorenzo.....	1,296.00	324.77	44.29	376.78		25.38	426.44	2,493.66
San Sebastian.....	2,063.00	1,065.82	98.71	783.35		2,353.55	798.04	7,162.47
Santa Isabel.....	96.00	2,727.40	44.16	219.83		6,327.34	847.52	10,262.25
Toa Alta.....	300.00	353.44	141.48	1,652.64		7.75	306.53	2,761.84
Toa Baja.....	1,240.00	1,395.83	246.22	799.32	4.79	1,666.91	1,721.24	7,074.31
Trujillo Alto.....	756.00	487.43	85.36	341.63		58.30	548.60	2,277.32
Utudado.....	2,958.00	1,279.22	186.89	801.55	98.43	2,615.30	591.02	8,530.41
Vega Alta.....	510.00	879.34	54.41	826.48		939.81	1,082.03	4,292.07
Vega Baja.....	1,487.00	932.19	114.03	892.53	49.75	710.28	1,021.23	5,207.01
Vieques.....	982.00	1,642.83	96.85	1,790.94		5,011.10	497.96	9,631.68
Villalba.....	858.00	76.43					120.00	1,054.43
Yabucoa.....	2,961.50	2,261.69	156.13	918.34	392.19		1,746.40	8,436.75
Yauco.....	1,638.00	2,077.14	325.14	2,323.83	139.61	692.01	1,022.02	8,217.75
Total.....	116,188.57	110,736.27	10,973.51	98,560.83	2,589.94	325,557.29	66,340.68	730,947.09

TABLE XIII.—*Receipts and expenditures.*

RECEIPTS.

To balance deposited in the American Colonial Bank, Royal Bank of Canada, and Banco Comercial de Puerto Rico in favor of the school boards, June 30, 1917.....	\$528,867.58
Total amount received by treasurers of school boards from July 1, 1917, to June 30, 1918:	
School fund.....	\$307,771.04
School tax.....	216,445.05
Interest on deposits.....	13,099.32
Reimbursements.....	1,024.05
Gifts.....	769.03
Loan funds.....	30,000.00
	569,108.49
Total amount retained by the treasurer of Porto Rico during the fiscal year 1917-18 in payment of loans and for the construction of schoolhouses.....	107,127.48
Total.....	<u>1,205,103.55</u>

DISBURSEMENTS.

Payments made during the fiscal year 1917-18:	
Rent of schoolhouses.....	116,188.57
Salaries of employees.....	110,736.27
Contingent expenses, school boards.....	10,973.51
Equipment and furniture.....	98,560.83
School and athletic material.....	2,589.94
Construction of school buildings.....	325,557.29
General expenses.....	66,340.68
Total.....	730,947.09
Amount paid on account of loans and for the construction of schoolhouses.....	107,127.48
Balance.....	367,028.98
Total.....	<u>1,205,103.55</u>

To balance deposited in the American Colonial Bank, Royal Bank of Canada, Banco Comercial de Puerto Rico, and Crédito y Ahorro Ponceño to the credit of the school boards, June 30, 1918.....	367,028.98
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COMPARATIVE STATEMENT.

Fiscal year.	Balance on hand June 30.	Total income including balance.	Total expenditures.	Indebtedness from former years.
1903-4.....	\$8,831.93			\$51,368.65
1904-5.....	25,396.27	\$245,760.53	\$220,364.26	27,342.14
1905-6.....	43,878.24	304,693.94	260,815.70	9,215.27
1906-7.....	88,592.75	346,451.79	257,859.04	1,911.75
1907-8.....	116,438.16	504,481.26	388,043.10	
1908-9.....	127,213.59	564,699.57	437,485.98	
1909-10.....	143,074.26	562,236.15	419,161.89	
1910-11.....	181,622.07	585,613.64	403,691.57	
1911-12.....	269,881.17	700,862.38	430,981.21	
1912-13.....	265,920.43	845,264.38	579,343.95	
1913-14.....	273,566.18	1,001,731.48	728,165.30	
1914-15.....	319,475.18	912,154.72	592,679.54	
1915-16.....	260,069.21	812,422.89	552,353.68	
1916-17.....	554,742.40	1,211,018.45	656,276.05	
1917-18.....	367,028.98	1,205,103.55	838,074.57	

TABLE XIV.—*School and home gardens.*

Municipalities.	Number of rural school gardens.	Number of urban school gardens.	Number of cuerdas cultivated in gardens.	Number of rural schools without gardens.	Home gardens, urban.	Home gardens, rural.	Number of agricultural exhibits.
San Juan.....							
Rio Piedras.....	21	1	17		23		865
Trujillo Alto.....	10	1	15		5		325
Carolina.....	21	1	5	2	114		218
Rio Grande.....	17		5	3	49		493
Loiza.....	19		4	1	67		504
Fajardo.....	7	8	1.25	1	64		144
Ceiba.....	9	1	1.50	1	22		86
Luquillo.....	8	1	1.75	1	89		180
Naguabo.....	13		5.50	6	32		114
Vieques.....	9		3.25	1	23		46
Humacao.....	18	2	9.75	6	36		420
Las Piedras.....	12	2	8.20	1	12		160
Yabucoa.....	24	1	3	2	30		370
Maunabo.....	9		1.50	1	70		80
Arroyo.....	10	1	2		49		86
Patillas.....	16		2.15	1	35		151
Juncos.....	10	5	3.75	3	5		25
Gurabo.....	13	4	4.50	1	4		30
Caguas.....	29		2.50	3			244
San Lorenzo.....	15		2.25	2			256
Guayama.....	19	1	8	1	125		175
Salinas.....	7	2	2	7	43		80
Santa Isabel.....	5	2	4	4	15		75
Cayey.....	21		1.75		32		255
Cidra.....	12	1	7		22		163
Comerio.....	15	1	2.90	1	11		94
Aguas Buenas.....	9	1	2.15	1	15		100
Naranjito.....	13	1	2.60		8		100
Albionito.....	12	1	4	1	15		102
Barranquitas.....	13	1	5		20		120
Barros.....	29	1	4.75	1	66		361
Coamo.....	26	1	7.50	2	81		165
Juana Diaz.....	26	1	7	2	25		150
Villalba.....	19		5		12		88
Ponce.....	49	2	10.50	1	793		678
Guayanilla.....	18	1	3.75	1	8		150
Peñuelas.....	18	1	2.75	1	9		126
Yauco.....	38	2	7.50		235		750
Guanica.....	5		3.00		190		166
San German.....	35	2	3.75	1	150		539
Sabana Grande.....	4		10.50	5	95		199
Cabo Rojo.....	24	1	3.50	1	281		684
Lajas.....	21		6.00	1	122		319
Mayaguez.....	31	5	6.50	3	460		480
Hormigueros.....	6		1				92
Maricao.....	17	3	8.50		71		510
Las Marias.....	21	2	6	1	20		505
A Jasco.....	21	2	4.25		174		250
Rincon.....	11	1	2.50	1	26		165
Aguada.....	18	1	3		87		220
Lares.....	29	1	7.15		27		518
San Sebastian.....	26		8.50		185		957
Aguadilla.....	18	2	9.15		104		672
Moca.....	15	1	6.15		44		276
Isabela.....	23	1	7.25	1	44		300
Quebradillas.....	11	1	3.75	3	43		132
Utua.....	41	2	6.25	2	100	1,010	
Adjuntas.....	23		6.75	1	62		400
Jayuya.....	15		2.25	1	42		213
Camuy.....	13	1	2.50	1	160		115
Hatillo.....	10		2.25		140		145
Arecibo.....	46	1	10.40	11	12		650
Manati.....	21	1	4.50		1		183
Barceloneta.....	9	1	2.75	2			175
Ciales.....	27	1	3	1	80		520
Vega Baja.....	17		8	1	35		377
Vega Alta.....	9		3		50		237
Corozal.....	15	1	6		8		308
Morovis.....	19		7		7		210
Toa Baja.....	11	1	3.25	3	193		284
Toa Alta.....	16	1	8.50		141		273
Dorado.....	10		1.25	1	74		245
Bayamon.....	22	1	6.50	1	36		205
Guatinabo.....	13	1	3	1	20		102
Culebra.....				1			
Total.....	1,312	83	374.60	103	5,548	21,145	25

TABLE XV.—Community and war propaganda.

Municipalities.	Number of Comites de Fomento Agricola.	Meetings held by Comites de Fomento Agricola.	Number of parents associations.	Meetings held by parents associations.	Number of visits to rural homes.	Number of rural conferences.	Number of pledge cards signed, food campaign.
San Juan							6,000
Rio Piedras	16	30	6	18	654	42	6,000
Trujillo Alto	7	14	4	8	645	20	3,000
Carolina	19	34			508	34	1,000
Rio Grande	14	12	14	26	600	12	1,108
Loiza	12	15			800		1,000
Fajardo	8	12			720	8	1,600
Ceiba	7	10			280	7	423
Luquillo	8	8			190	5	462
Naguabo	13	13	16	30	645	14	1,200
Vieques	10	10	9	13	180	10	1,700
Humacao	18	44			412	24	2,025
Las Piedras	13	32			844	14	1,500
Yabucoa	19	40			1,250	60	2,500
Maunabo	7	7			450	15	872
Arroyo	12	18	1	1	295	6	900
Patillas	14	19	1	1	175	12	1,200
Juncos	13	25	13	8	450	40	3,500
Gurabo	14	20	14	12	175	36	2,000
Caguas	29	97	19	29	937	60	3,200
San Lorenzo	15	76	15	25	1,110	43	1,660
Guayama	10	10	18	11	850	24	1,500
Salinas	7	7			455	7	1,400
Santa Isabel	7	7			290	4	1,200
Cayey	21	38	23	23	700	38	1,300
Cidra	12	24			500	24	1,000
Comerio	16	14			960	6	922
Aguas Buenas	10	8			600	12	800
Naranjito	12	10			720		1,005
Albionito	13	78	1	6	240	18	800
Barranquitas	13	78			165	18	600
Barros	31	64			510		1,239
Coamo	15	22	16	34	560		1,400
Juana Diaz	9	4			900	4	2,300
Villalba	13	10			700	4	700
Ponce	50	212	50	232	2,420	132	15,000
Guayanilla	18	18	13	13	1,000	9	1,000
Peñuelas	17	17	17	23	1,000	23	1,000
Yauco	38	38	38	38	2,020	38	3,025
Guanica	13	13	13	13	600	13	1,550
San German	25	25	35	26	4,805	146	3,000
Sabana Grande	16	16	18	22	990	47	2,359
Cabo Rojo	21	26	48	25	250	23	
Lajas	15	17	30	25	510	13	
Mayaguez	15	75	25	120	1,892	22	
Hormigueros	5	12	6	18	281	12	
Maricao	17	28	18	45	2,148	43	941
Las Marias	21	31	22	48	2,305	79	1,062
Afasco	22	30	22	22	865	27	1,525
Rincon	10	10	10	6	480	6	1,000
Aguada	16	16	18	12	685	4	
Lares	28	40	29	15	1,500	90	2,519
San Sebastian	25	100	25	90	1,200	79	2,349
Aguadilla	18	56	14	26	1,500	32	1,450
Moca	15	20	8	30	1,800	1	1,000
Isabela	25	19	6	15	1,190	26	1,610
Quebradillas	11	8	4	7	684	5	984
Utua	41	50	41	45	1,500	205	3,200
Adjuntas	23	115			675	46	1,393
Jayuya	15	48			300	23	
Camuy	13	15	6	12	850	10	1,620
Hatillo	10	15	10	20	458	30	
Arecibo	34	33	39	15	2,000	30	4,960
Manati	21	54			813	23	1,825
Barceloneta	7	17			286	9	
Ciales	8	50			180	30	1,000
Vega Baja	18	65	18	8	564	35	1,200
Vega Alta	8	31	8	5	388	31	
Corozal	17	35	17	32	450	35	1,800
Morovis	19	30	19	26	290	30	
Toa Baja	8	20	8		297	47	760
Toa Alta	16	18	10	10	517	25	458
Dorado	6	7	6		220	13	1,220
Bayamon	18	25	10	10	1,200	30	2,300
Guainabo	10	12			425	12	700
Total	1,177	2,380	831	1,297	60,038	2,157	122,826

REPORT OF THE PRESIDENT OF THE BOARD OF TRUSTEES AND CHANCELLOR OF THE UNIVERSITY OF PORTO RICO.

The University of Porto Rico comprises the normal department, the College of Liberal Arts, Law, and Pharmacy, the University High School, and the Practice School, which is attended by elementary school pupils, all located at Rio Piedras, and the College of Agriculture and Mechanic Arts situated at Mayaguez.

RIO PIEDRAS DEPARTMENTS.

Advantageous improvements have been made during the past year in buildings, grounds, and material equipment. The pharmacy department has been moved into large and well-lighted rooms of the memorial building, where it is in close proximity to the physics and chemistry laboratories and where it is fully equipped with the proper laboratory conveniences and necessities. The fitness of the biology laboratory has been greatly increased.

The library accommodations have been improved by the removal of the books from the reading room to an adjoining stack room. The library is now being reorganized to conform to the Dewey system.

At the sacrifice of some classroom space, the Practice School has been provided with a suitable assembly hall.

In spite of these changes the university is still sadly in need of more and better buildings.

Many students of the university have entered the teaching profession this year by taking special examinations or by securing temporary licenses.

The war activities of the university may be summarized as follows:

(1) Propaganda in the classroom in favor of the cause of the allies, of the Red Cross, and of the several war activities of the country.

(2) Giving publicity to literature and posters pertaining to the war.

(3) Special assemblies, addresses, and entertainments on topics related to the war.

(4) Reorganization of work in home economics to give special courses on food conservation and war-time economy, for the making of articles of clothing for war use, and to train prospective home economics teachers for organizing and conducting war service along these lines in the public schools.

(5) Red Cross instructors' class. Instructors' course in surgical dressings given to young ladies of the graduating class of the Normal College to prepare them to organize and conduct similar classes after entrance into the service as teachers.

(6) Members of the university body in military service. The list of former members of the student body or faculty of the university who are now in some branch of the National Army at present includes 32 names. These men are all volunteers, none having been drafted yet.

(7) Contributions of money:

(a) Liberty bonds purchased through the university by faculty and student organizations.....	\$300. 00
(b) Liberty Bonds purchased by students or members of the faculty individually.....	(¹)
(c) Gifts to the Red Cross through the university students, members of the faculty, or special university organizations.....	460. 95
(d) Funds collected for junior membership in the Red Cross.....	105. 00
(e) Purely individual contributions to the Red Cross by students and members of the faculty.....	(¹)

Total..... 865. 95

For physical examinations and medical attendance the university now employs two physicians—a man for male students and a woman for female students.

A number of faculty committees have been appointed to deal with scholarship, discipline, student life and activities, publicity, buildings and grounds, and library. The science division of the faculty has been organized thoroughly by departments, and a central supply organization has been put into effect to provide properly for inventories, the transfer of apparatus and equipment among departments, and the purchase of new supplies.

The first steps in a self-survey of the university have been taken at the end of the year in securing from each member of the faculty a synopsis of each course offered by him during the current year and detailed comments and suggestions concerning the local administration of the university in all its details.

¹ Amount not ascertained.

The first steps in a program for the articulating of the university with the public-school system were taken when questionnaires were distributed to all supervisors of schools and to former students of the normal school of the university who are now teaching in the public schools. These questionnaires were devised with a view to securing the criticisms of former students and of representatives of the public-school system on the courses now offered at the university for the training of teachers. A second step was taken when circular letters were sent to supervisors of schools, high-school principals and high-school teachers, and to all students graduating from high schools this year, with information concerning the courses offered in the various colleges and with reference to certain points of special importance in the university announcement for the coming year.

Various changes for the coming school year have been made, of which possibly the most important are: Reorganization and further systematization of the courses of study in the Colleges of Law and Pharmacy; the elimination of the commercial course from the University High School; the adoption of a plan for the elimination within two years of the four-year course in the Normal School; the raising of the tuition fees in the Colleges of Pharmacy and Law to \$50 per year and the imposing of a fee of \$10 per year in the University High School; and the adoption by the faculty, with the approval of the chancellor and the board of trustees, of a comprehensive and detailed set of rules and regulations governing students and regulating certain phases of the local administration of the university.

Plans for improvement and extension, including the development of the College of Liberal Arts; the organization of a school of education, a school of medicine, and a school of commerce; and the effecting of a scheme of cooperation with universities and colleges of the United States for the preparation of teachers of Spanish and of commercial students entering the field of Latin-American commerce can not be put into effect until the university has more and better buildings and material equipment and sufficient funds for increasing the faculty. There is great need for legislation to place the university on a stable financial basis by designating a permanent and fixed source of revenue for the university and freeing the institution from the uncertainty of relying upon special legislation at each session of the legislature.

The most immediate problems connected with the development of the university are financial.

COLLEGE OF AGRICULTURE AND MECHANIC ARTS.

The College of Agriculture and Mechanic Arts has had a year of steady progress in spite of the same interruptions that have been experienced by all educational institutions since the entrance of our country in the war. The requirement for admission has been raised one year, giving a distinctly older and more serious tone to the whole student body, but resulting in a lower total enrollment, 204 in place of 290 as last year. It was again called upon to supply manual training teachers to fill the gaps in the teaching force of the public-school system, gave up students who went into the extension work of the United States Experiment Station as agricultural agents, furnished a full quota of candidates for three training camps for officers, and suffered the most serious loss when eight of the faculty resigned in one week, six to go into the training camp, one into the Y. M. C. A. work, and one to be director of the insular experiment station. To all of these demands it has responded with the utmost loyalty and to the best of its ability. The loss of one-third of its faculty at one time necessitated the use of student instructors, an experiment which succeeded beyond expectation. All of the senior and junior classes of sugar chemists were sent out to help in the laboratories of the sugar companies, and without exception have done well. In short, there has never been a time when the training given at the college received such recognition and when the demands for its men were far beyond its power to fill. Naturally, this demand has had a favorable reaction on the student body, as a very practical demonstration of the monetary value of thorough work.

Of the three forms of activity in which colleges of this character are engaged—instruction, research, and extension—only the first is properly the function of the college as at present organized. The Federal and insular experiment stations in Porto Rico are each distinct organizations to which the functions of research and extension naturally belong. The importance of instruction in agriculture, particularly in a country where lack of other resources makes the land the sole basis of wealth, is so great, while the funds available are so limited, that attention has been directed to this end.

Experimental work has been carried on in testing vegetables under tropical conditions; in raising Belgian hares as a possible cheap meat supply for the Tropics; in poultry, which plays such an important part in the food supply of all warm countries; and in forage and cover crops. In March a very successful three days' Agricultural Congress was held in connection with the United States Experiment Station, the

insular experiment station, and the food commission to arouse the interest in a greater food supply grown in the island. This was the first time that the men engaged in practical agriculture gathered together to talk over their problems and the best solutions. So great was the interest that steps have been taken to organize a general agricultural association under whose auspices similar meetings will be held at frequent intervals in various parts of Porto Rico.

The difficulties due to the lack of buildings have unfortunately not been remedied. The work of the institution has been seriously handicapped by this need, but for the present there seems no remedy in sight, due to indifference to the proper development of the fundamental basis of all wealth of the island—scientific agriculture. Due to the same cause it has been impossible to carry out the plan for holding classes 12 months of the year. A start has, however, been made on a small scale as an augury of the future.

Enrollment 1917-18.

Rio Piedras departments:	
College of Liberal Arts.....	14
Normal School.....	232
College of Law.....	31
College of Pharmacy.....	15
University High School.....	216
Summer school.....	115
Practice school.....	285
Total.....	908
College of Agriculture and Mechanic Arts:	
College proper.....	77
Subcollegiate courses.....	127
Summer school.....	156
	360
Deduct names counted twice.....	11
Total.....	349
Grand total.....	1,257

CERTIFICATES, DIPLOMAS, AND DEGREES GRANTED.

Rio Piedras departments:	
College of Liberal Arts: Bachelor of science in chemistry.....	1
College of Law: Bachelor of law.....	13
Normal department—	
Four-year course diploma.....	42
Rural teachers' certificate.....	30
High school diploma.....	51
Total.....	137
College of Agriculture and Mechanic Arts:	
Bachelor of science in agriculture.....	2
Bachelor of science in civil engineering.....	3
Bachelor of science in mechanical engineering.....	1
Bachelor of science in sugar engineering.....	3
Subcollegiate diploma in agricultural science.....	8
Subcollegiate diploma in polytechnic science.....	12
Total.....	29
Grand total.....	166

REPORT OF THE PRESIDENT OF THE BOARD OF TRUSTEES OF THE CARNEGIE LIBRARY.

The board of trustees has been reorganized pursuant to an act of the legislature approved November 22, 1917. Two women are members of the reorganized board.

The accessions during the year have been 3,213 books, distributed as follows: Spanish books—by purchase, 304 fiction, 363 nonfiction; by gift, 45. English books—by purchase, 1,201 fiction, 1,168 nonfiction; by gift, 132.

The number of patrons of the library is constantly increasing as the people appreciate its benefits. It has reached a daily average of 180, not counting the children who have come during the school year for classes in story telling. The benefits of the library have been increased by allowing people from the different towns of the island to take out books, provided they pay the transportation charges. However, its sphere of usefulness has been greatly enlarged by the establishment of a traveling library system, which extends its benefits to the people who live in intellectually isolated places where almost no reading matter has heretofore been available except school textbooks. That these traveling libraries are duly appreciated is shown by the fact that in 20 towns enthusiastic citizens have assumed responsibility for them without compensation. It is expected that this new phase of the library's service will be further extended the coming year, and it is sincerely hoped that the legisla-

ture will soon provide sufficient funds for a complete and efficient traveling library system, with central offices in San Juan and branches in every town. It will thus become truly an insular library.

Another activity for which the library should receive due credit is its help to the Porto Rico Chapter of the American Red Cross, to whom it has given the constant use of two rooms and has lent its lecture room for meetings and conventions.

The library has also become a rendezvous for various associations, such as the "Sociedad Protectora de Mendigos" and the "Asociación Médica de Puerto Rico."

A special concession has been made to teachers who are permitted to use the books from the library for the entire school year in certain cases—a privilege heretofore not granted by the institution.

In order to make the library better known to the people and get them more interested in its use, a campaign was taken up by the staff, consisting of publishing lists of new books in the papers of the island, as well as other advertisements regarding the institution, such as lectures, exhibitions, and meetings held there. The proprietors of several stores of the city of San Juan have generously cooperated by exhibiting in their show cases attractive posters and book covers of volumes recently received at the library. Classified lists of books have been sent to those who might be interested.

Carnegie Library appropriations.

Fiscal year 1917-18.	Credits.	Expenditures.	Balances.
Salaries.....	\$7,440.00	\$6,967.75	\$472.25
Incidentals.....	8,000.00	2,082.12	5,917.88
Total.....	15,440.00	9,049.87	6,390.13

STATEMENT OF EXPENDITURES.

Personnel:			
Librarian.....		\$1,500.00	
Assistant librarian.....		1,200.00	
Cataloguer.....		671.25	
Clerk (\$900).....		860.00	
Clerk (\$900).....		702.50	
Clerk (\$720).....		720.00	
Clerk (\$600).....		595.00	
Janitor (\$360).....		359.00	
Janitor (\$360).....		360.00	
			\$6,967.75
Contingent expenses:			
Books—			
Spanish.....	\$49.89		
English.....	299.68		
			349.57
Periodicals—			
Spanish.....	\$157.47		
English.....	199.50		
			356.97
Furniture.....		340.11	
Lighting.....		450.60	
Extra help.....		298.00	
Sundries.....		286.87	
			2,082.12
Disbursements.....		9,049.87	
Balance.....		6,390.13	
Regular appropriation for the year ending June 30, 1918.....			15,440.00

The large credit balance shown in the appropriation for "incidentals" is due to nonreceipt of books requisitioned during the year, also to some bills for materials already received which had not as yet been vouchered upon date of closing the fiscal year 1917-18 by the auditor of Porto Rico.

EXHIBIT No. 15.—*University of Porto Rico—Balance sheet, June 30, 1918.*

ASSETS.

Cash in hands of treasurer of Porto Rico:		
University fund, trust fund.....	\$40,899.40	
University agricultural fund.....	255.74	
Permanent university fund.....	534.73	
University income fund.....	1,362.50	
Expenses University of Porto Rico, 1917-18.....	500.01	
		\$43,402.38
Trust fund asset: Cash in hands of secretary-treasurer, University of Porto Rico.....		1,399.55
Expense inventory: Teachers' salary paid in advance.....		145.83
Accounts receivable: Due from B. S. P. & T. over payment voucher 172.....		58.07
Securities purchased:		
Liberty bonds.....	300.00	
Peñuelas bonds.....	10,000.00	
Porto Rico Fruit Exchange stock.....	20.00	
		10,320.00
Real estate and improvements:		
Normal and practice buildings.....	121,101.93	
Sites and grounds.....	38,052.75	
University farm.....	14,907.60	
		174,062.33
Miscellaneous equipment, Rio Piedras:		
Athletic and military supplies.....	1,844.95	
Equipment.....	12,620.91	
Furniture and fixtures.....	15,451.62	
Live stock.....	300.00	
Machinery and tools.....	7,600.82	
Reference and library books.....	6,257.12	
Textbooks.....	7,925.94	
Vehicles and harness.....	264.23	
		52,265.59
Miscellaneous equipment, Mayaguez:		
Athletic and military supplies.....	918.14	
Equipment.....	21,474.41	
Furniture and fixtures.....	11,797.17	
Live stock.....	2,128.51	
Machinery and tools.....	17,045.74	
Reference and library books.....	5,203.28	
Textbooks.....	2,649.30	
Vehicles and harness.....	2,299.92	
		63,516.47
		<u>345,170.22</u>

LIABILITIES AND CAPITAL.

Liabilities:		
Muñoz Rivera, memorial fund.....	\$508.85	
Uniform fund.....	890.70	
		1,399.55
Capital: Trustees, University of Porto Rico (present worth).....		343,770.67
		<u>345,170.22</u>

EXHIBIT No. 16.—*University of Porto Rico—Surplus account, June 30, 1918.*

Balance as of July 1, 1917.....		\$366,138.78
Appropriations:		
Morrill-Hatch account.....	\$50,000.00	
University of Porto Rico, normal.....	50,000.00	
Construction and improvements, University of Porto Rico No. F. Y.....	140.73	
		100,140.73
Revenues:		
Court fines and fees.....	43,630.27	
Escheated inheritance.....	1,224.00	
Interest on above.....	9.54	
Sale of public lands (25 per cent).....	329.20	
		45,193.01
Other income:		
Matriculations liberal arts.....	60.00	
Tuition, law.....	750.00	
Tuition, pharmacy.....	242.50	
Sale of farm produce.....	2,471.98	
Rents.....	1,411.29	
Laboratory fees.....	185.75	
Library fines.....	9.64	
Special tuition fees.....	25.00	
Interest on securities purchased.....	454.19	
Interest on Government deposits July 1, 1917, to June 30, 1918.....	606.13	
		6,216.48
Net gain on property sold.....		12.78
Gifts and bequest of property.....		1,049.31
		<u>518,751.09</u>

¹ This amount is \$203.90 more than that shown in Exhibit No. 1 due to having included in Exhibit No. 15, \$145.83 representing teachers' salaries paid in advance and \$58.07 overpaid to the Bureau of Supplies, Printing and Transportation, voucher No. 172.

EXHIBIT No. 16.—University of Porto Rico—Surplus account, June 30, 1918—Contd.

Operating expenses as per Schedule A:	
College of Agriculture and Mechanic Arts.....	\$54,056.80
Normal College.....	31,493.58
College of Liberal Arts.....	6,561.74
College of Law.....	8,375.51
College of Pharmacy.....	6,786.79
University High School.....	24,857.22
Supervision of public schools.....	4,330.00
Administration of office.....	3,739.68
Balance of appropriation written off.....	\$140,201.32
Unexpendable property transferred to the people of Porto Rico.....	45.07
Depreciation (condemned property).....	2,575.18
Deductions from assets for adjustment of book accounts to inventory as of July 1, 1917.....	4,179.58
	27,979.27
Surplus as of June 30, 1918.....	34,779.10
	343,770.67
	518,751.09

SCHEDULE A.—University of Porto Rico—Detailed statement of operating expenses for the year ending June 30, 1918.

College of Agriculture and Mechanic Arts:	
Salaries of teachers.....	\$29,183.61
Other salaries and wages.....	6,711.49
Repairs and maintenance.....	4,473.46
Office supplies and expenses.....	597.60
School supplies.....	9,571.95
Farm expenses.....	2,085.98
Telephone, telegraph, and cable.....	104.20
Light and water.....	268.92
Travel.....	208.97
Catalog.....	50.00
Maintenance coffee farm.....	800.62
	\$54,056.80
Normal College, Río Piedras:	
Salaries of teachers.....	20,137.50
Other salaries and wages.....	5,723.39
Light and water.....	141.71
Repairs and maintenance.....	3,021.72
Office supplies and expenses.....	300.20
School supplies.....	1,896.72
Catalog.....	233.33
Travel.....	11.22
Telephone and telegraph.....	27.79
	31,493.58
College of Liberal Arts:	
Salaries of teachers.....	4,903.80
Other salaries and wages.....	1,048.64
Office supplies and expenses.....	46.91
School supplies.....	270.05
Repairs and maintenance.....	263.64
Light and water.....	9.50
Catalog.....	16.25
Telephone and telegraph.....	2.14
Travel.....	.81
	6,561.74
College of Law:	
Salaries of teachers.....	6,032.68
School supplies.....	222.46
Other salaries and wages.....	1,354.27
Repairs and maintenance.....	644.76
Office supplies and expenses.....	54.64
Light and water.....	21.51
Telephone and telegraph.....	5.16
Travel.....	1.91
Catalog.....	38.12
	8,375.51
College of Pharmacy:	
Salaries of teachers.....	3,897.65
Other salaries and wages.....	1,074.89
School supplies.....	1,214.17
Repairs and maintenance.....	544.14
Office supplies and expenses.....	24.52
Light and water.....	11.14
Telephone and telegraph.....	2.57
Catalog.....	16.82
Travel.....	.89
	6,786.79

SCHEDULE A.—University of Porto Rico—Detailed statement of operating expenses for the year ending June 30, 1918—Continued.

University High School:		
Salaries of teachers.....	\$14,960.71	
Other salaries and wages.....	4,459.27	
School supplies.....	1,782.40	
Repairs and maintenance.....	2,988.24	
Office supplies and expenses.....	294.61	
Light and water.....	125.35	
Telephone and telegraph.....	27.35	
Travel.....	11.02	
Catalog.....	228.27	
		\$24,857.22
Administration:		
Salaries and wages.....	3,247.85	
Travel.....	253.12	
Office supplies and maintenance.....	196.63	
Telephone and telegraph.....	42.08	
		3,739.68
Supervision of public schools.....		4,330.00
Total.....		140,261.32

EXHIBIT No. 17.—University of Porto Rico—Statement of additions to capital accounts for the period from July 1, 1917, to June 30, 1918.

	Total, July 1, 1917.	Net additions or deductions during the year.	Total June 30, 1918.
Real estate, improvements, sites, and grounds, Rio Piedras...	\$38,052.75		\$38,052.75
Buildings, Rio Piedras:			
Normal, practice, etc.....	120,959.66	\$142.32	121,101.98
University farm.....	14,907.60		14,907.60
Total.....	173,920.01	142.32	174,062.33
Miscellaneous equipment:			
Athletic and military supplies.....	2,942.52	¹ 179.43	2,763.09
Equipment, laboratory.....	31,215.69	2,879.63	34,095.32
Furniture and fixtures.....	29,816.22	¹ 2,567.43	27,248.79
Live stock.....	6,261.63	¹ 3,833.12	2,428.51
Machinery and tools.....	9,705.16	14,941.40	24,646.56
Reference and library books.....	47,348.97	¹ 35,888.57	11,460.40
Textbooks.....	7,672.49	2,902.75	10,575.24
Vehicles and harness.....	2,330.05	234.10	2,564.15
Total.....	137,292.73	¹ 21,510.67	115,782.06
Total real estate and equipment.....	311,212.74	21,368.35	289,844.39

¹ Deduction.

EXHIBIT No. 18.—*University of Porto Rico, amended balance sheet, June 30, 1918.*

[Assuming 50 per cent will be written off for depreciation on miscellaneous equipment.]

ASSETS.

Total assets per Exhibit 15.....	\$345, 170. 22
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LIABILITIES.

Trust fund liabilities per Exhibit 15.....	1, 399. 55
Reserve for depreciation of miscellaneous equipment.....	55, 340. 23
Capital, board of trustees.....	288, 430. 44
	<u>345, 170. 22</u>

ANALYSIS OF PROFIT AND LOSS ACCOUNT.

Statement of income and expenditures:

Debits—	
Operation expenses, Exhibit 16.....	\$140, 201. 32
Depreciation, Exhibit 16.....	4, 179. 58
Surplus for period.....	7, 182. 10
Credits—	
Insular and Federal appropriations, Exhibit 16.....	100, 140. 73
Net gain on property sold.....	12. 78
Revenues, Exhibit 16.....	45, 193. 01
Other income, Exhibit 16.....	6, 216. 48
	<u>151, 563. 00</u>
	151, 563. 00

SURPLUS ACCOUNT.

Debits:	
Deductions from assets for adjustment of property accounts to inventory of June 30, 1917, Exhibit 16.....	27, 979. 27
Unexpendable property transferred to the people of Porto Rico, Exhibit 16..	2, 575. 18
50 per cent depreciation on miscellaneous equipment of \$110,680.47.....	55, 340. 23
Balance of appropriation written off, Exhibit 16.....	45. 07
Net surplus as of June 30, 1918, as per amended balance sheet.....	288, 430. 44
Credits:	
Balance as of July 1, 1917.....	366, 138. 78
Gifts and bequests.....	1, 049. 31
Surplus for period (excess of income over expenditures).....	7, 182. 10
Total.....	<u>374, 370. 19</u>
	374, 370. 19

REPORT OF THE GOVERNOR OF PORTO RICO.

EXHIBIT No. 24.—Consolidated statement of insular revenue appropriations for the fiscal years 1917-18, 1916-17, 1915-16, no fiscal year, and indefinite, and operations affecting them during the year ended June 30, 1918.

Description.	Balance unexpended July 1, 1917.	Appropriations effective since July 1, 1917.	Repayments and transfers from other appropriations.	Total credits.	Dr. balances indefinite appropriations July 1, 1917.	Cash disbursements.	Transfers to other appropriations.	Lapses.	Total debits.	Balance unexpended June 30, 1918.
EXECUTIVE—continued.										
<i>Department of Education.</i>										
Office of the commissioner:										
Salaries.....	\$1,355.58	\$46,980.00	\$11.00	\$48,346.58		\$40,683.12	\$2,148.33	\$334.72	\$43,366.17	\$4,980.41
Incidentals and traveling expenses.....	1,244.79	10,000.00		11,244.79		9,468.57	66.38	136.65	9,661.60	1,583.19
Postage.....	51.17	1,500.00		1,551.17		1,500.00		51.17	1,551.17	
Total.....	2,651.54	58,480.00	11.00	61,142.54		51,641.69	2,214.71	722.54	54,578.94	6,563.60
Public schools:										
Salaries, common schools.....	5,018.83	1,228,540.00	1,896.76	1,235,355.59		1,158,216.34	50,103.82	2,310.44	1,210,639.60	24,754.99
Contingent expenses, common schools.....	11,115.66	6,000.00	8,103.82	15,115.38		14,193.11		1.49	14,196.60	918.78
Text books and school supplies.....	22,304.81	73,000.00	60,410.28	157,115.09		151,573.10		59.40	151,632.50	6,082.59
Salaries, high school.....	2,372.54	73,000.00	14,700.50	92,352.54		84,140.67	700.85	1,149.12	85,990.64	6,341.90
Contingent expenses, high schools.....	708.74	8,000.00	3,412.33	8,412.33		9,328.04		14.01	9,342.05	70.28
Summer school and institutes.....	708.15	2,000.00	1,096.38	3,806.53		2,980.36			2,980.36	86.17
Common school equipment.....	2,409.86		10,291.22	12,701.08		2,316.23			2,316.23	10,284.85
Extension and development of common and industrial schools.....	115,872.86			115,872.86			114,540.73		114,540.73	1,332.13
Equipment for high schools.....	968.10			968.10		136.63			136.63	771.47
Total.....	149,967.50	1,394,540.00	98,062.00	1,642,569.50		1,422,896.48	165,345.40	3,834.46	1,591,766.34	50,743.16
University of Porto Rico:										
Expenses, University of Porto Rico.....	37	50,000.00	583.00	50,563.37		50,063.31		.05	50,063.36	500.01
Construction and improvement.....	1.89	2,896.27	140.73	2,896.27		142.32	2,896.27		2,896.27	
University fund, indefinite.....										
Total.....	1.96	52,896.27	703.73	53,601.96		50,205.63	2,896.27	.05	53,101.95	500.01
Donation for construction of educational buildings (exclusive of University of Porto Rico).....										
Construction of high school in Arecibo.....	70.92			70.92		39.59		31.03	70.92	
Construction of high school building in Mayaguez.....	6,935.25			6,935.25		6,066.59	110.52		6,177.11	428.14

